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ABSTRACT

To assist a neighbcrhccd ccmmittee in applying for federal funding of a bilingual/bicultural library with a distinct Latin American emphasis, a student research grcup frcm San Jose State University designed and administered a bilirgual questicnnaire to a stratified sample of 400 households in the Gardner District cf San Jose, California. The questicnnaire was designed tc measure the reading levels and interests of the Gardner community residents to insure that the library collection wculd meet the needs cf the community. It was hypothesized that library service preferences and collection ccntent of Gardner's Spanish speaking/surnamed residents cculd be reasonably determined. The survey was prepared using information cbtained from literature searches, ccnsultaticns with local librarians experierced in prcviding services tc Spanish speaking pcpulations, census data, and interviews with personnel in intracommunity agencies. Analysis of the firdings indicate tnat the hypothesis was supported and extensive ccrrelaticns can be made between the reading interests and sex and age cf the target population. Results cf all questicnnaire items are displayed in tabular form and recommendations for material selecticr based cn interpretaticns of the data are included. A ccpy cf the grant application which was approved in April 1975, preliminary and final drafts of the bilingual questionnaire, and additicnal data tables are appended. (JPF)

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LA BIBLIOTECA LATINO AMERICANA:

USER SURVEY

(SAN JOSE PUBLIC LIBRARY)

Studies in Librarianship

Number 2

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James C. Johnstone

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

by

James C. Johnstone
Linda J. Meyer
Jane E. Nobles
Elnor Pahl
Bron Rasmussen
Thomas D. Rettig

Department of Librarianship
San Jose State University

March, 1977

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Preface

It was the opinion of the Publications Committee of the Department of Librarianship, San Jose State University that the research paper, La Bibliteca Latino Americana: User Survey (San Jose Public Library), would be an important contribution to the library literature since it deals with library services to Spanish speaking communities.

The paper is significant because it describes the problems of designing a questionnaire that will produce valid statistics that are quantifiable, yet at the same time allow for a personal response on the part of the interviewees (respondents).

It illustrates what can be accomplished by utilizing the expertise available on a university campus in conjunction with public agencies. For this study the researchers from the Librarianship Department met and worked with members of the Mexican American Graduate Studies Program, a professor from Speech Communications, administrators from the San Jose Public Library and the people in the Sacred Heart Church community that would benefit from the Biblioteca Latino Americana.

As a result of the survey, the book collection of the La Biblioteca Latino Americana more accurately met the needs of the community it had planned to serve. Also, the graduate students in the Department of Librarianship learned a great deal about working together as a group.

It is our hope that this study will be of some help to those who plan similar public library branches for their communities.

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Jeff Paul, student Department of Librarianship San Jose State University

Thomas Shoemaker, student, Department of Librarianship, San Jose State University

Susan Fuller, Children's Coordinator, San Jose Public Library

Esther McGovern, Public Relations Coordinator, San Jose Public Library

Executive Committee of La Biblioteca Latino Americana, Inc.

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CHAPTER I

INTRODUCTION--PROBLEM STATEMENT

It has been a tradition in public library service to supply books in languages other than English to people who have recently immigrated to the United States. In recent years there has been a trend toward development of collections that not only serve the newly arrived but also help to preserve the ethnic identity of the long term citizen. At the same time bilingual education is becoming a reality through force of law. In response to the demand for bilingual materials, public libraries are paying increasing attention to the development of special collections of non-English resources.

The strong Spanish heritage of the American Southwest has led public libraries in Texas, New Mexico, Arizona, Colorado and California to increase their services to the Spanish speaking population. San Jose, as a major center of Spanish language and culture in California, is an appropriate site for a Latin American library.

In the fall of 1974 a group of concerned citizens from the Gardner district of San Jose, California formed a community committee for the purpose of applying for federal funding of a neighborhood library with a distinct Latin American emphasis. Because of the large Spanish speaking/ surname population in this area (census tracts 5017, 5018,

5031.01), it was determined that a bilingual/bicultural library, housed in a central location, would be a valuable asset to this low income neighborhood. Sacred Heart Church, 974 Palm Street, offered the use of its former convent to house the projected Biblioteca Latino Americana (Latin American Library). In addition to the wide attendance of this parish by the Gardner residents, the church was considered doubly suitable because its meeting rooms serve also as classrooms for the San Jose Metropolitan Adult Education Program.

The Reverend Cuchulain Moriarity, pastor of Sacred Heart, lecturer in Mexican American Graduate Studies at San Jose State University and Enrique Angulo, chairman of Latin American Library, Inc., sought the assistance of Homer Fletcher, San Jose City Librarian, and Susan Fuller, Children's Coordinator of San Jose Public Library, in the authorship of the federal grant application (see Appendix A). In April, 1975 the request for funds was accepted, bestowing $127,537.00 for use in the establishment of a two year demonstration project.

The monies are administered by the San Jose Public Library from funds appropriated by the State Library under the authority of the Federal Library Services and Construction Act. To assure the neighborhood committee that the community would have some control over the selection of materials and services for the library, Mrs. Fuller

suggested that a student research group from San Jose State University's Department of Librarianship be engaged to develop and conduct a user survey of the area. As suggested by Dr. Sylvia Gonzales, assistant professor in San Jose State University's Mexican American Graduate Studies Department, several students from that department met with the Department of Librarianship research team to discuss the objectives of the Latin American Library, and to clarify the role of the research team in the project. It was decided that the team's main contribution would be to determine reader interests and reading levels of the Gardner District residents through use of a door-to-door questionnaire. The Mexican American graduate students in turn would provide cultural guidance in the preparation of the survey instrument, furnish translators, and serve as a liaison with the Spanish community.

The opportunity to participate in this demonstration library project was received with enthusiasm by the Department of Librarianship research team. Affinity with the Latin American community and respect for its culture was cited as the prime motivation by the volunteers. It was also felt that such a relevant, community oriented activity would provide an ideal atmosphere for the employment of a survey descriptive research project.

To aid in simplification and clarification of the terms used in this paper, the participating organizations

and bodies will be referred to as follows:

Biblioteca - The projected Latin American Library (Biblioteca Latino Americana) located at Sacred Heart Church.

Committee - The community committee, Latin American Library, Inc., sponsoring the project.

Gardner District - An area of San Jose comprising census tracts 5017, 5018, 5031.01.

MAGS - Mexican American Graduate Studies Department, San Jose State University.

Survey team - The group of six students from the Department of Librarianship, Lib. 297 A and B, Research Methods, San Jose State University.

Assumptions

As a basis for conducting the research project, the survey team made several assumptions about the area to be surveyed and the methods to be used. In addition there were assumptions made about the amount of time available for data gathering and about the use which would be made of the survey results. The following assumptions were made:

1. In order to develop a relevant library collection, there is a need to determine the reading interests, habits and levels of the population to be served.

2. The Gardner District of San Jose is a distinct geographical area with a heavy concentration of Spanish speaking/surnamed residents having particular socio-economic characteristics.

3. The survey team would encounter a large number of low-income families in the sample.

4. The community would be highly transient.

5. The survey method is the most appropriate method for the problem at hand.

6. It would be necessary to use translators in the data collection process.

7. The survey team would need to canvass thoroughly the area immediately surrounding the church as it is located almost at the geographical center of the census tracts to be sampled.

8. The survey team would commit fifty hours per person to data collection and that would be enough time in which to accomplish the task.

Related minor assumptions were made in regard to specific aspects of the survey project and are discussed in context.

Hypothesis

It was hypothesized that library service preferences and collection content of the Spanish speaking/surnamed community of the Gardner District of San Jose, California could be reasonably determined.

CHAPTER II

BACKGROUND

The problem statement will be formally tested with the survey results. However, it is neither practical nor professional to rush into a community to obtain these results without first doing some background investigation of similar work in the field and of the neighborhood itself. Before actually administering the survey, the team conducted two researches, one into the literature of library studies relating to the Spanish speaking/surnamed user, and one into the community for a preliminary look at its personality and information needs.

Literature Search

The major concerns of the literature search were twofold: first, it was necessary to become acquainted with the state of the art of library services for the Spanish speaking/surnamed, and secondly, the team wished to locate a sample questionnaire designed for minorities to serve as a basis for the intended door-to-door survey.

The first consideration was easily satisfied; library literature revealed increasing attention being given to the library needs of the Mexican-American. This phase of the search was readily accomplished thanks to the generous assistance of fellow graduate student Jeff Paul. Mr. Paul,

who was completing a research paper on library services for the Mexican-American in the San Francisco Bay Area, provided the team with a bibliography of all post-1969 articles dealing with such services in the western United States.

The second half of the literature search was less fruitful; although individual libraries have presumably administered user surveys concerning minorities, their results, and most importantly, their questionnaires have not been published. The term "survey" may have been in part responsible for the difficulty in locating suitable articles. The term is surprisingly nebulous and sometimes led the researcher to surveys other than the door-to-door variety.

One team member completed an ERIC search, uncovering a federal document dealing with Mexican-American library service which was available on microfilm. The information was largely a duplication of that already supplied through Mr. Paul's bibliography. A DIALOG computer search was considered, but later discarded due to lack of funds and the length of time necessary for request and receipt of materials.

The most valuable outcome of the search was the acquisition of two sample questionnaires, one of which was developed and administered by a recent graduate of San Jose State University Department of Librarianship. The first was included in "A Survey of the Library Use and Needs of the Chicano Population in Union City, California" by Sarah J. Prince, a 1974

graduate.[1] This survey undertaken as a part of an outreach project being implemented in Union City, had two motives in common with the Biblioteca project, i.e. to sense public opinion and interests of the Spanish speaking/surnamed community, and to publicize the library and outreach program. The second sample, submitted by the Fresno County Free Library, had been administered in a survey sponsored by that library to ascertain the needs of Fresno's large Mexican-American population. Both surveys were similar in the probing of reader interests and current library usage, providing an excellent starting point for the team's original questionnaire.

Some of the articles cited in Mr. Paul's bibliography emphasized vital areas to be considered in planning services for the Spanish speaking/surnamed. An active publicity campaign was deemed essential due to the Latin American's differing conception of the library and its objectives. The utilization of local radio and television stations for spot announcements, as well as publicized appearances of popular personalities at the library were both regarded as advertising methods that would attract Mexican-Americans. Programs geared especially for the Spanish speaking were

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[1]Prince, Sarah J. A SURVEY OF THE LIBRARY USE AND NEEDS OF THE CHICANO POPULATION IN UNION CITY, CALIFORNIA, 1973. San Jose, California: San Jose State University, Department of Librarianship, 1974, p. 23-26.

high on the list of priorities, including activities such as Spanish story hour, language tutoring, displays by local artists, and work shops on film making of local events.

Past obstacles encountered in various outreach projects were often reviewed in order that librarians involved in planning future programs might be aware of the common stumbling blocks. Among the difficulties mentioned were: the lack of bilingual/bicultural professionals, the arrogant attitude of some volunteers toward an uneducated patron, and lack of community control of the library.

"A Collection for La Raza,"[2] was exceptionally valuable for its list of approximately one hundred titles for a Mexican-American collection. Author Keith Revelle, former librarian of Oakland, California's Biblioteca Latino Americana, stated that in addition to usual selection criteria, the following considerations were employed in the compilation of this practical bibliography:

1. Obtainability - Spanish titles are often hard to locate.
2. Personal evaluation - preferably by a Mexican-American.
3. Use - each title had been used by the public library with some degree of success.
4. Patron request - many were included simply because patrons had specifically requested them.

Although most articles emphasized the need for a well-

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[2]"A Collection for La Raza." LIBRARY JOURNAL, Vol. 96, Number 20, November 15, 1971, p. 3719-3726.

rounded collection, several subject specialities were pointed out as highly desirable; for example, historical works covering the Indian civilization of Mexico and the United States, Southwest, information on the Mexican War and Revolution of 1910, current political controversies and biographies of military and political figures. The consideration of materials that may be ephemeral, cursory, dated or biased was encouraged, as well as the inclusion of typical Spanish publications such as "foto-novelas" and "historietas" (adult comics).

The information gained from the literature contributed to a general "consciousness raising" of the research team. They were alerted to potential difficulties in the design and administration of the questionnaire, and gained an overall view of the progress made in service to the Spanish speaking/surnamed.

One final resource of particular note was Earl Babbie's RESEARCH SURVEY TECHNIQUES.[3] This book proved to be a useful tool in preparation for the actual interviewing and will be explained in Chapter Four.

Beyond reviewing the literature on the topic, the team also consulted local librarians experienced in service to the Spanish speaking/surnamed group. Nellie Fernandez of the Union City Public Library was one such person. Mrs. Fernandez provided the team with a feeling for the Mexican

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[3]Babbie, Earl R. SURVEY RESEARCH METHODS. Belmont, California: Wadsworth Publishing Company, 1973, 383 p.

attitude toward reading and libraries. For example, she mentioned that Mexico does not have a tradition of library development; hence, people from Mexico will often use two terms to describe a "library" 1) libreria, a place that sells books, and 2) biblioteca, a place where one goes to look at and check out books. In keeping with this idea, Mrs. Fernandez suggested that the team not impose a traditional United States perception of the library upon those surveyed. Similarly, Mrs. Fernandez felt that this survey should not interject the terms fiction vs. non-fiction into its format because, again, that is a concept common in the United States but not in Mexico. Most Mexican people, on the other hand, express the fiction/non-fiction distinction as the novel vs. literature. A last point offered by this librarian, again in a comparison of cultures, was the view that a Spanish language collection be as well-rounded as an English language collection.

Bill Ramirez of the San Francisco Public Library supplied the team with ten additional names of people experienced in setting up Spanish language collections. One of those mentioned, Debbie Cornue of San Francisco Public Library's Mission Branch, was especially accomodating in acquainting the team with some of the difficulties of organizing a biblioteca. For example, good, local Spanish-language book jobbers are difficult to find.

Another source of information was Margaret Nichols of

Multicultural Resources in Stanford. Ms. Nichols suggested other background material about the Spanish speaking/surnamed library user. As additional sources of information she suggested the San Francisco Union School District, the Far West Laboratory for Educational Development and the Biblioteca Latino Americana in Oakland.

Community Search

The literature search helped the team define what constitutes a library survey for the Spanish speaking/surnamed population. The resource people furnished further names to be contacted as well as defining the concept of the biblioteca. At this point, it was necessary for the team to take the information gleaned from these searches and use it to investigate the specific community it would be surveying, that is the Gardner District of San Jose. First, government statistics for the area were reviewed, and then the team made several visits to local community agencies.

A Profile of the Gardner District

It is an assumption of this paper that the socio-economic conditions of the area surveyed differ from those of the general population of San Jose in such a way that a special library collection would be useful. Since the area surveyed has been defined by census tracts, the data from the 1970 Federal Census may be used to illustrate

these differences.

The Social Planning Council of Santa Clara County, in cooperation with the County Planning Department, has published a document, Profile '70, which contains sixty-four census and thirty-one non-census items for each census tract in the county as well as for each city in the county. A comparison may be made for some of these items between the tracts surveyed and the city of San Jose as a whole. The census items used relate to such population characteristics as age, race, income, education and housing. Non-census items used pertain to juvenile and criminal justice and health services. Census tracts surveyed are numbered 5017, 5018, 5031.01.

The outstanding population traits that characterize the Gardner District are, a high percent of residents over sixty-five years of age and, the high percentage of white persons of Spanish surname or language (hereafter called white-SSL).

Considering the over sixty-five group first, the census figures for the city of San Jose as a whole show that 5.6% of the residents are in this group. Tracts 5017, 5018, 5031.01 have comparable statistics of 12.3%, 14% and 11.1% respectively. Thus there are more than twice as many elderly in this area as in the general population of San Jose. Similarly, the percentage of white-SSL in the Gardner District is twice as high as in the whole city. The statistics show San Jose, 21.8%; Tract 5017, 58.6%; Tract 5018, 50.4%; and Tract 5031.01, 45.1%. In addition to age and ethnic

background, the Gardner residents differ substantially from the city as a whole in household income and in years of school completed. (See Table I). While the median household income for the city is $10,854 (total population) and $9,117 (white-SSL) the comparable figures for the census tracts in the survey are:

	Total Population	White-SSL
Tract 5017	$5,387	$5,655
Tract 5018	$7,321	$7,930
Tract 5031.01	$6,323	$7,233

It is interesting to note that the income figure is $1,737 less for white-SSL in the city as a whole but in each of the three tracts the median household income for white-SSL exceeds the total figure by several hundred dollars. This clearly reflects the number of elderly on reduced incomes who are not part of the white-SSL ethnic group.

As may be expected, such low income levels are associated with low educational levels. While the median years of school completed in San Jose for those in the population over age twenty-five is 12.5 years, it is 9.3, 9.9 and 9.5 in each of the separate tracts. The white-SSL figure for the city is 10.5 years but only 8.2, 7.9, and 8.3 years for the tracts in the survey. Current educational trends in the area are reflected in the percentage of persons aged sixteen to twenty-one not high school graduates who are not enrolled in school. The percentages are San Jose, 11.4%; Tract 5017, 23.1%; Tract 5018, 11%; Tract 5031.01, 34.1%.

Table I shows the low valuation of the housing units in the Gardner District and the high number of households without cars. Crowding is also a factor here, crowding being considered more than one person per room. The table shows that while only 7.6% of the total population of San Jose live in households with 1.01 or more people per room, the white-SSL population of the three tracts have percentage figures for crowding of 29%, 35%, and 24%.

A profile emerges from the census statistics of two subpopulations, one elderly, one Spanish surnamed, each characterized by low income and less than average education. The district has a great deal of aged, crowded, rundown housing. Many people must rely on the limited public transportation that is available.

In addition to economic problems, the Gardner District has more than its share of social problems. Juvenile probation referrals for the period June, 1970 to June, 1971 show that the three tracts rank fifth, ninth and 30.5 out of two hundred and seven sections in all of Santa Clara County. Tract 5031.01 ties for second place in the county for the percent of persons aged sixteen to twenty-one not high school graduates and not enrolled in school. The three tracts have high absolute numbers of adult arrests for the time covered in Profile '70, but no rankings or percentage comparisons are available.

Health related statistics show that Tracts 5017 and

5031.01 contain no primary service physicians, that is, those in general practice, internal medicine, obstetrics-gynecology and pediatrics, and Tract 5018 has fewer than five. This information from Profile '70 dates from before the establishment of the clinic at Sacred Heart Community Center which will be discussed later.

Related to the overall quality of life in the area is the noise generated by freeways, arterial streets used by trucks and commuter traffic and by considerable railroad trackage. In addition, that part of the district adjacent to downtown San Jose lies in the flight pattern leading to San Jose Municipal Airport. Recent maps prepared by the City of San Jose Planning Committee (Noise Element: The General Plan, City of San Jose, California, November, 1974) show most of the district lying east of the Guadalupe River to have an outdoor noise index of sixty to seventy Ldn.[4] This study shows that most of San Jose has noise levels below fifty-five Ldn. The Environmental Protection Agency, according to this study, sets fifty-five Ldn as the level below which reliable speech and undisturbed sleep are assured.

The transportation routes which generate a great deal of noise are also responsible for making it difficult to get around the district on foot. The area is cut up by

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[4]Ldn is an accoustical index, rather than a purely decibel unit, which distinguishes between daytime and nighttime noises.

TABLE I

CENSUS INFORMATION FROM PROFILE '70

Category	San Jose	Tract 5017	5018	5031.01
Age sixty-five and over	5.6%	12.3%	14%	11.1%
Ethnic: White-SSL	21.8%	58.6%	50.4%	45.1%
Median Household Income				
Total Population	$10,854	$5,387	$7,321	$6,323
White-SSL	9,117	5,655	7,930	7,233
% of persons aged sixteen to twenty-one not high school graduates, not in school	11.4%	23.1%	11%	34.1%
Median years of school completed				
Population twenty-five years plus				
Total Population	12.5	9.3	9.9	9.5
White-SSL	10.5	8.2	7.9	8.3
% of owner occupied housing units, median valued less than $15,000	4.3%	43.3%	28.7%	31.9%
% of renter occupied housing units, median rent less than $100 monthly	20.0%	48%	35.3%	45.5%
% of housing units built before 1950	20.9%	69.6%	80%	65.2%
Crowding: housing units with 1.01 or more persons per room				
Total Population	7.6%	14.3%	14.9%	10.9%
White	21.7%	29%	35%	24%
% of households with no cars	8.2%	26.7%	20%	18.9%

Profile '70, Santa Clara Planning Commission

freeways and railroad tracks as well as by the Guadalupe River. There are no shopping centers in the district and only one large supermarket. Most of the other grocery stores are quite small and other types of stores are practically nonexistent.

Community Agencies

Various intra-community agencies were visited with the primary goal of discovering some trend in information interests of the area. Coincidentally, they also supplied the team with a feeling of the social and economic climate of the neighborhood.

The local elementary schools seemed to be a logical starting point for learning of the interests of at least a portion of the population. To help determine the nature of library collections in the schools, Susan Fuller, Children's Coordinator of San Jose Public Library furnished the interviewers with the following set of guidelines:

1. What kind of collection does the school library have? Does it supplement the curriculum or is it recreational? How much non-book material does it have?

2. Does the library have a catalog of its holdings? Is it on cards or in book form? May we have a copy?

3. What kind of books do the children like best? Of which titles does the library buy duplicate copies?

4. How large is the collection? How much money is allocated for bilingual materials?

5. School library's suggestions for the Biblioteca.

Gardner School

The first school visited was Gardner Elementary at 502 Illinois Avenue. The interviewer spoke with Maggie Sullivan, Gardner's media center teacher for the last five years. According to Ms. Sullivan, although dating back to the 1890's and once predominantly an Italian area, the neighborhood surrounding Gardner today is 89% Latin American descent with half of that number speaking Spanish as the dominant language. Because of this strong influence of the Spanish language, Gardner operates as a bilingual school, kindergarten through third grade, under the guidance of a totally bilingual staff. The program has been expanding one grade per year.

Gardner has an enrollment of between four hundred seventy and five hundred students throughout the year; this fluctuation of population parallels the migration of cannery workers. There is a fairly even distribution of children within the individual grades.

The media center itself houses about 1,000 books. Ms. Sullivan noted that, on arriving at Gardner, she found several hundred donated books, source unknown, which she cataloged and for which parent volunteers typed catalog cards. Most of these donations are still in use, along with six hundred new titles, because the center is not heavily funded.

Of the total collection, one hundred books are in

Spanish. Purchased from a publisher in Spain, the books are so poorly bound that a teacher-aide must reinforce each page and the spine before they can circulate. The only children who make use of the Spanish language books are the recent arrivals from Mexico.

In general, the media center supplements the school curriculum. In addition to the center's books, there are also classroom libraries. Non-book materials also are a part of the library's offerings. There are five tables with a learning center arrangement, using cassettes in English or Spanish. Ms. Sullivan also prepares cassettes to accompany some of the popular fiction titles. She noted, however, that this year's students did not respond as enthusiastically to the cassettes in general as they have done in the past. Although the collection is related to school subjects, there are recreational materials available. Popular among these are the Pendulum Press classics (in comic book style), "scary stories," Walt Disney stories (especially the Random House series that has actual illustrations from the Disney films), car racing, horses, and dragons.

This visit to Gardner School provided a well-rounded look at its library facility and also generated an interest in the Biblioteca by Maggie Sullivan who expressed a desire to contact Susan Fuller for an exchange of ideas.

Washington School

The next school visited was Washington Elementary School, 100 Oak Street. The interviewer spoke with Jesse Rizzo, a mathematics resource person, and life-time resident of the Gardner District. He stressed that this low income neighborhood be viewed as a "staging area," in other words, as the site of an ever-changing population. He believed there are two vital factors responsible for this phenomenon. First, a large proportion of the residents are seasonally employed; some reside half the year in San Jose and then follow the crops; others return to Mexico for the remainder of the year. Secondly, because the district has many older small family dwellings, young married couples choose this area for their first home, but move after attaining a higher income.

This factor also contributes to a disproportionate number of kindergarten students compared to fifth and sixth grades. Mr. Rizzo's informal comments were validated by official data supplied by the school office. Out of a total enrollment of seven hundred, the grade distribution was as follows:

K - 119
1 - 136
2 - 94
3 - 106
4 - 91
5 - 79
6 - 75

The turnover rate was reported as being as high as 75%. In October, when the interview took place, there were already

two hundred new students admitted since September first.

Washington School is a well-funded, modern facility. It has an open classroom atmosphere with a media center as a central meeting ground. It is a bilingual/bicultural school, the objective being the development and maintenance of both Spanish and English languages and cultures.

Although only four of the twenty-six teachers speak Spanish, all but two of the sixteen teacher aids are bilingual. The racial make-up was officially estimated to be 80% Spanish surname, with 75% of all students fluent Spanish speakers. Reading and writing skills in that language, however, have not been developed.

Very little information was gained concerning the library collection. The many books previously purchased from Spain were poorly bound and badly damaged after little use. The collection was in the process of being re-accessioned and was not available for examination. This visit served more as a source of information on the make-up of the community than the reading interests of the children.

De La Rosa's Latin American Imports

For further background into reading tastes, team members visited De La Rosa's Latin American Imports at 80 South First Street. In an interview with Rich De La Rosa, who orders the store's books, it was learned that reading interests of this population are extremely varied. For example, when asked what type of reading material he would buy in quantity,

Mr. De La Rosa listed dictionaries of legal, medical and engineering terms, Bibles and almanacs, comics and magazines, crime novels, westerns, books on the occult, herbal cures, car repair, cooking, sewing, home maintenance, Mexican history and culture, and English for Spanish speakers. He also stated that parents in the area are now encouraging their children to read Spanish through Spanish language children's books.

Because of their popularity with his clientele, Mr. De La Rosa suggested that the Biblioteca have a Mexican flag available for display at special events, games (especially "loteria") and Mexican flag decals. This bookstore visit gave a picture of a population with a wide range of reading interests.

Bilingual/Bicultural Studio Laboratory

For a different feeling concerning the reading needs of the population, the team members called on the Bilingual/ Bicultural Studio Laboratory at 1605 Park Avenue. Under the direction of Dr. Ernesto Galarza, this facility was first backed by the Whitney Foundation of New York, then by the Model Cities Project and most recently by the San Jose Unified School District Board.

Staffed by both volunteer and paid workers, the Laboratory concentrates on providing bilingual/bicultural activities in art, music, drama, storytelling and nature for students in kindergarten through second grade, although some of the

participants are older. Using materials prepared both within the Lab and from any outside sources, the staff emphasizes activities that nurture linguistic and cultural identity without concentrating on language.

One of the Laboratory's teachers, Sylvia Molina, who formerly taught in the Mexican public schools, offered information on the differences between grade levels in Mexico and the United States. She explained that the end of the sixth grade was a common time for students to leave school, although the sixth grade of the Mexican public schools was more advanced than that of the United States.

The Laboratory's work is received equally well by both the Spanish speaking and the non-Spanish speaking participants. Unfortunately, funding sources were not currently receptive to the Laboratory and its services were due to terminate January 1, 1976.

Sacred Heart Church

As previously noted, Sacred Heart Church at 974 Palm Street is the geographical center of the Gardner District. It is also the center of numerous community related activities and thus becomes a valuable source of information on the area. Here a team member spoke with a secretary of the church. She noted that when Father Moriarity, one of Sacred Heart's three priests, first became affiliated with this church eight or nine years ago, he hired an agency to conduct a survey of the parish. This survey was undertaken to pinpoint

the areas needing church services. The survey revealed a significant number of older persons of Italian descent among the area's large Spanish speaking/surnamed population.

An active result of this study was the establishment of a center for junior high school students at the church. At that time there were no other recreation center facilities for this age group. As other centers came into existence, the church terminated its program but not without police authorities noting a lowering of juvenile crimes in the area coincidental with the center's birth.

During the interview, the secretary made note of Father Moriarity's wish that these church facilities be put to good use, and a glance at its many offerings indicates that this wish is being realized. Aside from the usual church services, Sacred Heart also houses a Metropolitan Adult Education program in which participants can learn English as a second language, finish eighth grade, complete high school, or attend arts and crafts classes.

Another feature is a clinic staffed by several full-time physicians and part-time interns from Stanford University. The clinic, whose proximity to its clientele filled the need for nearby medical services, operates on a sliding pay scale and provides Spanish speaking personnel as needed.

A food cooperative is available at Sacred Heart, as is an immigration problems center, a credit union, a drama group called Teatro Quetzal which presents religious plays,

the cannery workers union and a second-hand store. In addition, there is the St. Vincent de Paul program and Sacred Heart's community services, both of which provide food, clothing and furniture for needy people. The Puerto Rican members of the community hold meetings at the church convent where the United Farm Workers at one time also gathered. The secretary stressed that although the majority of these facilities are used only by the Gardner District residents, participation in them is open to all.

Gardner Neighborhood Center

A visit to the Gardner Neighborhood Center at 520 West Virginia Street showed the team another side of the community personality. Here a team member spoke with Bob Burton, assistant director of the center which is operated by the San Jose Parks and Recreation Department. Mr. Burton commented that the center is surrounded by a community that is 80% Spanish speaking with the Alma-Little Orchard community being its hard core poverty area. This center has also done surveys and found the house-to-house method the most successful in obtaining results from the population.

This recreational facility offers evening classes. Mr. Burton indicated that while courses in martial arts, ceramics, English as a second language, child care, and soccer are popular, classes in other areas had to be canceled due to lack of interest. He also expressed the opinion that the Gardner District residents do not read extensively.

The results of the searches into the literature and into the community provided the team with a general indication of the Gardner District's climate and trends in reading interests. With this preliminary profile serving as a backdrop, the team began work on the survey design.

CHAPTER III

DESIGN OF INSTRUMENT AND SAMPLE

Evolution of the Survey Design

Due to the large number of changes made in completion of five survey rough drafts, the prominent features of design will be discussed rather than undertaking an item-by-item analysis.

The chapter regarding the pre-survey design literature search mentioned the lack of Spanish language library usage surveys in print. At the outset of survey team discussion, it was revealed that the city of Fresno, California had conducted a library patron-usage survey. Even though it was not tailored to the objectives of sampling a Spanish speaking population, it did provide a preliminary set of questions to be incorporated into the design. There was a need for a survey that could be administered to all residents of the Gardner District, regardless of cultural and language background, while simultaneously obtaining culturally related usage data.

In the beginning stages of the research project meetings were held with the Mexican American graduate students, who were to act in an advisory capacity regarding the survey. The contribution by MAGS led to the eventual depersonalization of the kind of information to be placed in the survey format. Some MAGS students expressed the desire for a series of

questions that could be asked in a comprehensive interview with the intention of eliciting responses on an unstructured, casual basis, allowing the respondents to volunteer information. The MAGS students also assumed the need to establish a friendly rapport with Spanish speaking residents as a paramount consideration. They felt the existence of a language barrier would create a need to reassure respondents of good intentions in gathering data.

Early in the design stages, the survey team realized that the survey would have to be printed in both Spanish and English. In addition to the presupposed language difficulties, the impracticallity of using an in-depth interview schedule was clearly reflected in the following considerations: (1) the time constraint involved in carrying out and completing data collection activities, (2) the need to obtain readily quantifiable responses in order to test the hypothesis and assure reliability or consistency in the administration procedures, and (3) the necessity of clear and succinct questions to compensate for the lack of Spanish fluency on the part of the interviewer. Thus the use of an interview schedule was seen as an inefficient method of data collection.

At this point the survey team concentrated on securing information regarding specific categories of data, including residence status, family size, ages of family members, reading levels and categories of interest in book and non-book materials. Rough draft number 1 (see Appendix C) incorporated

questions regarding the number of residents employed and the types of jobs performed, as ranked in several categories ranging from professional to unskilled.

The questions were designed (1) to establish a total count of people contacted, (2) to attempt to construct assumptions about subject interest areas from employment profiles and (3) to ascertain the information needs of respondents related to educational levels, needs and aspirations. However, the survey team's assumption that this information was necessary, evoked criticism from the MAGS students. As a point of philosophical conflict and as a suggestion well taken, the MAGS students urged the survey team to drop some personal questions because of the sensitivity within the Gardner District community regarding immigration, residents' right to privacy and so forth. Thus, it was agreed that question numbers 1, 4, 5 of rough draft number 1 would be omitted, and questions regarding educational levels would be rephrased.

Attempting to separate education level of the main respondent from that of other family members was difficult. It was necessary to determine whether the respondent was answering for himself or for some other member of the household. Also there was a need to clarify relationships between interest levels and educational achievement.

The determination of interest areas while simultaneously obtaining a comprehensive picture of the types of information

media used by respondents, was a feature that received constant change throughout the two rough drafts. An inventory of reader interest involved decisions concerning where to obtain lists of subjects to include and adequate subject descriptors to use. This problem may be considered to be the most crucial point of development in the survey format. The literature search led the team toward initial definition of reader interests. The team originally arranged interest areas into ten subject categories in question number 13 of rough draft number 1 as follows:

13. What do you like to read about? (Check)

A. News	F. Sports
B. People	G. Fashion
C. Travel	H. How-to-do something
D. Music	I. Ideas
E. Novels	J. La Raza Movement

In the first survey draft, there was considerable emphasis placed upon the necessity of designating specific "forms" of information used by the respondent. For example, question 12 of rough draft number 1 asked:

12. What do home members read? Which regularly? (Check and fill in)

A. Books _____
B. Newspapers _____
C. Magazines _____
D. Foto Novelas ____
E. Comics _____

It was ultimately decided that question number 13 of rough draft number 1, "What do you like to read about?" was the most important feature of the entire questionnaire and should not be compressed into a restricted number of categories.

Therefore, it was proposed that personal data information be separated from interest data. The separate interest sheet could then be expanded to reflect a wider variety of choices.

This separate interest sheet was developed after perusal of the San Jose Public Library collection, along with special displays, the young adult section and the periodical area. In this context, a determination of interest categories centered on general non-fiction subject areas with an emphasis on current topics. Also, Dewey Decimal Classification was used as a standard to strike a balance in the selection process. It was agreed that the interest sheet needed to include some items with a special cultural bias, such as the Chicano movement.

As a means of rounding out the interest sheet, information obtained from visits to community bookstores and other agencies proved to be valuable. The non-fiction subjects and current topics were balanced by the inclusion of such items as the occult which was found to be a popular sale item in the Spanish language bookstore.

Also the goal was to provide a list of subjects that would reflect actual availability of materials. Finally, bibliographies of Spanish language materials in print influenced inclusion of subject interest choices.[1]

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[1]"A Collection for La Raza." LIBRARY JOURNAL, Volume 96, Number 20, November 15, 1971, p. 3719-3726.

The survey team had a brainstorming session to arrive at word choices that would be easily understood by all respondents. At this point, a subtle but important philosophical change occurred; the list of interests could be regarded as either book or non-book in nature. The sheet would not limit the respondent's number of interest choices, nor would it require that a choice of format be made. He was encouraged to express general subject interests rather than "what kinds of books" he liked.

It was hoped that the separation of personal data information from the interest sheet would encourage volunteer responses to a wide variety of choices, rather than upon limited forced choices.

In response to MAGS wish that reading proficiency be determined, the survey team placed a high priority on attempting to gauge reading levels. The Gardner District report stressed the existence of a lower level of formal educational achievement in the geographical area. "The median years of school completed for persons over 25 was 10.6 in the Gardner area in 1966. It was 12.8 for the whole county."[2] Although The Gardner District, report was completed over five years ago, it is the only previous study of this area. It also emphasized the inadequate school environment

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[2]Johnson, Therese A. AN IN DEPTH STUDY OF THE GARDNER AREA, 1971. An unpublished paper used by San Jose Metropolitan Adult Education in training teachers and aids.

and the lack of special equipment and educational programs.

The desire to construct measures of respondent reading levels was expressed in question numbers 15 and 16 of rough draft 1, regarding preferences of television and radio programs. Also, it was believed that reading levels would be conveyed by choice of specific magazine and newspaper titles as noted in question number 17 of rough draft 1. However, considerations immediately arose regarding the validity or applicability of these questions due to the variability of respondent access to the materials and different levels of individual awareness of the media and its contents. Most importantly, there were no comparisons that could be made between qualitative and quantitative responses in order to evaluate objectively respondent choice of television and radio programs as related to reading proficiency.

By the time survey draft number 2 evolved (see Appendix C), basic mechanical considerations came into play. For purposes of taking a tally, it was decided that check-off blanks were needed. Also, as an attempt to compensate for inexact responses due to the language barrier and other unforeseen communication problems, it was suggested that responses be identified as "V" for voluntary on the part of the interviewer. The impracticality of this proposal was discovered later in the drafting process. The list of potential library services was refined. In addition, age categories of respondents were changed to relate more to school

levels than to an arbitrary chronological age scale.

Some vital questions in the survey design were introduced in the first draft and remained largely unchanged. For example, in rough draft 1, question number 10 regarding reasons for non-use of the library remained unaltered through two drafts.

Another objective of the questionnaire was to quantify levels of popularity of various library services. The survey team assumed that among the many possible reasons for non-use there may be a lack of awareness that specific services already exist. Therefore, another function of the survey was, in part, a public relation activity, integrating the message of the Biblioteca's purpose while creating awareness of possible services and materials to be offered.

The introduction sheet (see Appendix C) is designed to augment the public relations function; it eliminates the language barrier by being printed in Spanish and English, and serves as an introduction of the survey team.

Finally, a hand tally sheet was attached to the questionnaire (see Appendix C). The hand tally sheet also served as a write-in record for other interests that were not included in the subject range.

The interest sheet attempts to make allowance for feedback that could not be directly related to the predetermined categories of information. This assures that valuable information will be recorded while limiting the amount of

space allowed for the tallying of responses on the computer cards.

In summary, the final draft of the survey questionnaire includes the following components:

1. Instruction Sheet
   - Provides surveyors with a format for introducting themselves to interviewees
2. Introduction Sheet
   - Introduces Biblioteca Latino Americana
   - Serves public relations function
   - Is a request for information
3. Survey Questions
   - Personal data section
   - Usage data section
   - Printed in Spanish and English
4. Interest Sheet
   - Lists forty-seven subject interests
   - Printed in Spanish and English
5. Hand Tally Sheet
   - Provides section for observations made during questionnaire administration
   - Permits write-in of responses regarding information not provided in regular categories
   - Records free response reasons for non-use of library
   - Records refusals to answer questionnaire

Pretest of Questionnaire

As a test of the validity and reliability of the questionnaire, the survey team conducted a pre-test late in November at the Metropolitan Adult Education Program. With the assistance of Mexican American graduate students, the questionnaire was administered to 15 volunteers from the elementary English classes. In the opinion of the Mexican American graduate students, the questionnaire did not exhibit

cultural bias. In addition, the answers received were appropriate to the questions asked and finally it measured reading interest but not reading levels.

Establishing Survey Instrument Format

Once the content of the questions was established, the next step was to determine the format that would best facilitate the gathering and tallying of the required information. A fellow graduate student in the Librarianship Department, Tom Shoemaker, who had computer experience, was willing to prepare a program for the project. He recommended mark sense cards for recording the data. The team members would be able to mark responses immediately as given on the card with a special pencil. An optical code reader-converter would translate responses into key punched cards ready to batch process into the time-share computer.

The format of the questionnaire had to be adapted to the requirements of the mark sense card which allowed for fifty possible questions with a choice of one of five answers for each question. The mark sense card, therefore, established the format of fifty questions for the household questionnaire and for the interest sheet.

The team decided to use two sets of mark sense cards, one for the general household information, the other for the interest preferences. Thus, two decks, identically numbered, were purchased. The set to be used for interest preferences

was marked with a red stripe on the face and edge to separate it from the other deck. Only three questions on the household information sheet had multiple choices: Items 1, 17, and 49. All other items were answered by simply marking the A slot for a positive reply or leaving the choice blank for a negative response.

At this point the team adopted a contingency question format in which the answer to the first question determines the sequence of questions asked. Contingency questions are indented on the questionnaire, set off in boxes and connected with the base question by arrows from appropriate responses,[3] (see Appendix C).

A verbatim script, including instructions to the interviewer, was developed to insure that the questionnaire was administered uniformly, (see General Instructions Sheet, Appendix C).

After the survey instrument was in final English form, it was translated into Spanish. The San Jose Public Library supplied ten copies of each language version, (see Appendix C).

Susan Fuller of the San Jose Public Library furnished copies of a bilingual hand out explaining the purpose of the survey. It also served as publicity for the Biblioteca.

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[3]Babbie, Earl R. SURVEY RESEARCH METHODS. Belmont, California: Wadsworth Publishing Company, 1973, p. 147.

The field kit consisted of a supply of introduction hand outs, sheet of instructions, a copy of the household questionnaire in English and one in Spanish, an interest sheet with English on one side and Spanish on the other, hand tally sheet, two sets of cards, a map of the area, and special marking pencils.

Sampling Method

The purpose of the sampling method was to procure a valid sample of the population of the Gardner District for which the Biblioteca is designed. A house-to-house survey of a stratified sample of four hundred households in the Gardner District was selected as most feasible and appropriate.

Constraints

Time available for actual data collection was a three month period from January to March during which it was estimated that each of six team members could devote approximately ten hours a week to the project. This period included a week of the Christmas holiday in which it would be possible to collect almost half of the needed data. Deadline for completion of data collection was set for early March, allowing time for conversion, computer processing, interpretation and final preparation of the report by mid-May. It was decided that an intensive effort during part of the Christmas holiday and early part of the spring semester would be the best opportunity to efficiently schedule team time for the

house-to-house survey process.

Survey Method: House-to-House Survey

Several factors determined the choice of survey method. The presence of migrants, illegal aliens and low income condition, along with the advice of community workers indicated that a house-to-house survey was the only reliable method of contacting a representative portion of the community. Migrants, new arrivals, illegal aliens and the poor are not likely to appear on any standard lists such as voter registration, utilities or telephone books. This group also is not likely to respond to a questionnaire delivered by mail.

Sample Selection

The United States census figures for 1970 for the tracts immediately surrounding Sacred Heart Church (5017, 5018, 5031.01) are as follows:

CENSUS TRACT	TOTAL POPULATION	SSL*	SSLHH*	HH*[4]
5017	3,632	2,185	608	1289
5018	4,998	2,554	619	1573
5031.01	4,854	2,207	605	1789
TOTALS	13,484	6,946	1,835	4651

[4]SSL - Spanish speaking/surnamed individuals
SSLHH - Spanish speaking/surnamed households
HH - Households

According to the 1970 census, these three tracts have the highest percentage of Spanish speaking/surnamed individuals in San Jose. The data, however, was six years old and not refined by blocks to give any more accurate information as to the exact location of Spanish speaking/surnamed persons. Since the census it must be assumed that some changes have occurred in the composition of the neighborhood. The household was chosen as the sampling unit because it conforms to census methods and data.

The size of the sample was determined on the advice of Karen Schirle, Lecturer in the Department of Speech-Communications who has been involved in several public opinion surveys. Ms. Schirle advised that four hundred was the minimum size sample which could be considered statistically valid. For this survey, a sample size of four hundred households was decided to be the maximum attainable in the time available.

The stated purpose of the Biblioteca is to house a special collection for the Spanish speaking/surnamed population. The target population, therefore, was defined as the Spanish speaking/surnamed households of the Gardner District, which totaled 1,835. A sample size of four hundred would approach the validity represented by twenty-two percent of the Spanish speaking/surnamed households.

A survey of the total population of 4,651 households in the Gardner District was rejected because a sample of

four hundred would represent a maximum of eight percent of that population, a percentage too low to be statistically significant.

A stratified sample concentrating on the Spanish speaking/surnamed households would assure that the data would be in an acceptable range of validity of between eight and twenty-two percent of the target population. By narrowing the field to a sample of four hundred out of 1,835, the validity of the data was expected to be improved, even though a stratified approach would decrease randomness.

Selection of Sample Households

It was assumed that the users of the Biblioteca would be Spanish speaking/surnamed, low income and living within the Gardner District as defined by the census tracts. Given these assumptions, a profile was developed of potential library users, as reflected in the appearance of their dwellings. A list of profile factors was developed to guide in the sample selection of specific households. Following is the list of profile factors:

1. Spanish names on mail boxes or house signs.
2. Obviously Spanish individuals about the dwelling, speaking Spanish, physically appearing Latin American.
3. The presence of Mexican artifacts such as pottery, statuary, certain plants such as cactus and poinsettia, Mexican decals, bumper stickers, bright colors.
4. Children's toys.

5. Signs of low income such as small apartments, subdivided homes, deteriorated buildings, old cars in the yard, proximity of railroad tracks, aircraft landing pattern, freeway location, unconventional quarters such as storefronts and garages.

This method of sample selection was developed after consultation with MAGS members and through test samples conducted in the community prior to full scale operation. Due to the inadequacy of standard lists and the presence in the neighborhood of an equally large number of non-Spanish speaking/surnamed persons, this type of profile sampling seemed logical. The method was further encouraged by Pancho Harms, a MAGS student, who claimed he could easily identify a "Mexican" house by its color and other cultural factors which were later confirmed during sample testing. The sample testing also revealed that the optimum time of day to visit homes in order to contact members of whole families was 5:00 to 9:00 p.m. weekdays.

Mapping and Screening

The Gardner District was outlined on city maps and then examined by driving through the neighborhoods to get a first impression of which blocks seemed to correlate with the profile factors. This step was necessary since a search of United States census statistics and the Santa Clara County Planning Office could not locate more detailed information on the composition of the households of each block.

Sampling began in the blocks immediately adjacent to

Sacred Heart Church on the assumption that proximity to the Biblioteca would be a significant factor in its use. Each area within the Gardner District was visited, and the blocks which seemed to correlate best with the profile factors were sampled. Beginning at a corner, the team contacted each house on the block which appeared to fit the profile. Teams using two surveyors each, proceeded around the block, returning to the car without having to cross streets. If the person contacted happened not to be Spanish speaking/surnamed, but was interested in the Biblioteca the interview was conducted, in order to gather some data for the purpose of comparison between Spanish and non-Spanish responses. Yards containing hostile dogs were avoided as were houses which bore signs such as "No Solicitors." Openly hostile or unfriendly individuals were avoided, even if contacted in the course of an interview. Hostility was not a serious problem, but was encountered occasionally, particularly in non-Spanish households. This reaction presumably arose from bitterness among older residents at the decline in safety and property value which coincided with the influx of lower income persons, many of whom come from Spanish backgrounds, and as the neighborhood has grown older the blight has increased.

Application of standard random survey methods utilizing lists of names or addresses and random number tables was rejected because the intent of the survey was to sample the

population for which the Biblioteca was intended, a population for which no such lists existed due to the factors of poverty, transience, illegal aliens.

A random sample of the total population of the Gardner District would have been beyond the scope of a survey team of six members in a time frame of three months. It was, therefore, decided to apply the maximum sample number of four hundred households to the Spanish speaking/surnamed as encountered through the utilization of the user profile model. The result increased the probability that the sample would be within 8% and 22% of the population of the district and would represent members of the subcommunity described by The Gardner District report.

Strictly random selection of sample households appeared to be in direct contradiction to the expressed purpose of the library collection for which the survey was designed. Random selection could not have adequately sampled the proposed user population given constraints of time and personnel.

After the street sample was completed, an additional survey was administered to the Tuesday classes at the Metropolitan Adult Education Program at Sacred Heart Church. Only the interest sheet portion was distributed to all the students attending class that day. Results from this survey were tabulated separately from the street sample, and are discussed in greater detail in Chapter Four, Data Collection.

CHAPTER IV

DATA COLLECTION

It was decided that the actual collection of data would be best accomplished by pairs of interviewers, rather than through individual efforts. Not only was this to enable the marking of the computer cards during the interview, but also to insure the safety of team members in this reputedly high crime rate district.

The unique experience of one male team member and a male volunteer from MAGS during a "try-out" session in the neighborhood reinforced the decision to operate in pairs. The interviewee in this particular case was an elderly man who was greeted as he ascended the stairs to his apartment. His open smile and easy manner led the team to believe that he would be an ideal subject, but they were greatly taken aback when the gentleman promptly collapsed in what was readily discerned to be a deep state of intoxication.

The impracticality of relying on MAGS members to accompany each team member for translation purposes was soon apparent. Work and school schedules of all involved made arrangements difficult to manage. The pairing of team members therefore, took into account the necessity of having one interviewer who could speak Spanish. Although all members had some language background, only three felt comfortable enough to conduct the interview in Spanish.

This "buddy" system also proved to be an invaluable morale booster; after a rebuff or down-right hostility, a sympathetic partner supplied the sorely-needed impetus to knock on the next door.

Checklist versus Schedule

At the outset of the interviewing stage, it was considered desirable to follow an in-depth, conversational type of interview schedule rather than a checklist approach. However, in addition to those drawbacks already mentioned in the previous chapters concerning this method, (the time constraint and need to obtain quantifiable responses), several others were encountered during a pre-test session in the Metropolitan Adult Night school classes at Sacred Heart Church. Three MAGS students were in attendance that evening to participate in the interviewing of volunteer students from elementary English classes. It was noted that despite language fluency and cultural rapport, the MAGS students depended heavily on the interview schedule, prompting responses when none were forthcoming, rather than engaging in the flowing conversation that was anticipated. This incident is not intended to reflect negatively upon the interviewing ease of the MAGS participants, but serves to illustrate the usual "climate" experienced in most succeeding interviews. In other words, the interview schedule approach demands great interest and enthusiasm on

the part of the interviewee, qualities not often encountered during the survey. It was found that in most cases those willing to participate did so out of courtesy and not a driving interest in library service. The lesson learned, first at the Sacred Heart pre-test, and with each succeeding interview, is that the interviewer is expected to dominate in the process, acting as a coach rather than passive recorder.

Realizing the difficulties involved in the interview schedule approach, the team then elected to follow the strategy outlined in Earl Babbie's Survey Research Methods.[1] This manual suggested a completely different interview tact, encouraging a uniformity of method and technique. The main thrust of his program was a strict conformity in questions posed and comments made, insuring that each respondent would be presented with the same procedure, unadapted to his views or mood. This exact interview routine would result in a greater consistency in responses, therefore making possible more scientific results.

At first the team greeted the new method enthusiastically; the interviewer was allowed to conduct a directed interview rather than an informal conversation. Babbie's technique did not leave much room for creativity, but it did eliminate

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[1]Babbie, Earl R. SURVEY RESEARCH METHODS. Belmont, California: Wadsworth Publishing Company, 1973, 383 p.

the opportunity for yawning silences when the conversational method flagged. As will be discussed later, both methods were combined after an initial period of practice. Although the interviewers attempted to stay within the security of Babbie's formula, they felt inclined to expand into a freer conversation when the interviewee was sufficiently enthusiastic and articulate.

Interview Process

The interview process began with a brief introduction explaining who the team members were and the purpose of the survey. The orange introduction sheet was then handed to the respondent, and a short pause was allowed for its perusal. Occasionally, a respondent was already informed about the project due to the distribution of the introduction sheet at Sacred Heart Church and to announcements made after Sunday services.

As the team became aware of disfavor by some of the respondents to a bilingual library, the opening statement was modified. The introduction sheet was sometimes totally withheld, or simply handed out after the interview was completed, and the purpose of the survey was described as preparation for the establishment of an unspecified branch library in the area.

When a child answered the door, the interviewer asked for the father or mother, older brother or sister. If no

one else was home or willing to come to the door, the child was interviewed if he seemed interested and responsible. Children were also employed as translators when their parents were Spanish monolinguals. However, after the initial uneasiness wore off, and as the interview procedure became more automatic, the team realized that with their basic Spanish and a translated questionnaire, child translators were not always necessary.

The response to question number 1, "Is the library used by any member of the family?", usually determined the strategy for the remainder of the interview. If the answer was positive, the interviewer was able to proceed with the questionnaire as arranged. However, if the response was negative, the interviewer attempted to procure as much information as possible beyond the reasons for non-use. Often the non-user respondent did not wish to continue the interview, and depending on the tone of his reply, he was counted as a refusal to participate, or as a non-user from whom no additional information was available.

In the team member's attempt to continue the interview, he proceeded by skipping to questions twenty-three through thirty-five concerning library services and materials. However, due to the complexity of the question, the items twenty-three through thirty-five proved to be the most awkward of the questionnaire. If it was sensed that the respondent could not relate to this portion, the interviewer skipped directly to questions

forty-two through forty-nine (ages of family members and language spoken in the home). Aside from the pertinent information elicited from these inquiries, it was thought necessary to evoke at least some response from the interviewee before the more complex questions were ventured.

The interviewer, following the interest schedule tact, tried to gain as many responses as possible on a volunteer basis. If no response was forthcoming, however, he suggested the items supplied in the questionnaire. In the early stages of the survey, the team adhered to Babbie's directions of suggesting responses only in the order found on the interview sheet, but as they became more experienced it was found that suggestions geared for the individual respondent increased his interest, and established better rapport.

The most successful portion of the interview was the completion of the interest checklist. The sheet was handed to the respondent, the process briefly explained, and his interests were recorded as he called out the corresponding numbers. "Other" responses were encouraged in this section as in the preceding, and were immediately noted on the tally sheet.

A complete interview required approximately five to ten minutes depending on the respondent's interest and the interviewer's ability to adapt his pace to the former's mood. With some respondents it was felt that a rapid pace elicited the most spontaneous responses and made the interview less

time consuming; this was particularly necessary with the only mildly interested respondent. In other instances, a more leisurely tempo was thought to encourage more consideration of each question and allowed time for lengthier explanations.

The time difference was also attributed to the publicity portion of the survey function. An in-depth explanation of the Biblioteca was offered to the Latin Americans, often inspiring inquiries concerning future services. Questions about services offered by San Jose Public Library were also so frequent that the team handed out pamphlets supplied by the library.

The reader interest checklist was also administered in day and evening sessions of the Metropolitan Adult Education Program at Sacred Heart Church. Although most students did not live in the Gardner District, their responses were highly regarded in anticipation of heavy usage of the Biblioteca by adult education classes.

Interest checklists were distributed to three hundred students in the following classes: fifteen English, two basic education, one sewing, two mathematics. A Spanish speaking school staff member accompanied the interviewer to the elementary English classes to explain the project and to assist the students with any difficulties. Students who had already participated in the door-to-door interview were asked not to do so again; however, only three mentioned

that they had been contacted at home. Each student was given a checklist, encouraged to mark as many subject areas as he wished, and asked to answer brief queries of age, sex, and educational level. The interest checklist proved to be the team's favorite portion of the interview; both at the door and in the classroom it was completed with ease and enthusiasm.

CHAPTER V

DATA ANALYSIS AND INTERPRETATIONS

Household Sample Results: Significance Factors

The data collected represent frequencies of preference and responses for which trends can be estimated. Factors to be considered in an evaluation of the data are:

1. Confidence Level - The degree of confidence held that the sample responses will encompass an interval that includes the population mean. Factors affecting this calculation are error of measurement and sampling error.

2. Sampling Error - It is difficult to measure in the Gardner case due to the factors of transient population, recent immigrants, illegal aliens and poverty which made application of random number tables to lists of names or addresses impractical given time and staff constraints. Utilization of selection profile criteria improved the odds that the sample would adequately represent the white-SSL population as described in census data and The Gardner District report.

3. Errors of Measurement - May be assumed to be high due to cross-cultural factors and the element of translation. For example, the principle of free public libraries circulating materials may be foreign to recent Mexican immigrants who are familiar with the term "Liberia" (bookstore), but relatively unfamiliar with the term "Biblioteca Publica" (public library). Such terms as reference service, occult and Chicano are examples of vocabulary which may be unfamiliar to Latin American born individuals as well as persons raised in the barrio micro-culture.

4. Chi Square and Level of Significance - The survey data was processed in such a way that the computer, determined level of significance from chi square and degrees of freedom. Level of significance indicates the degree of chance that differences in frequency of response for each item are the result of sampling error, stated as a decimal.

> For example, the level of significance for responses to item 30 "Spanish Book Collection" is .011, meaning the odds that the results are due to one out of one hundred. This can also be stated as associations for item 30 are significant at the .01 level of significance. Significance levels are customarily reported as significant at the .05, .01 or .001 levels, the latter being the most demanding. As a "rule of thumb," any significance level better than .05 is acceptable.

Keeping these possible factors of error in mind the frequencies of response to interview items must be considered to suggest trends among a population which is significantly divided between Spanish speaking/surnamed persons born in Latin America and those born in the United States. The population includes households comprised of combinations of natal country and bilingualism. In essence the responses to interview items cannot be considered an absolute, but rather an indication of trends of varying degrees of certainty.

Interview Items - Analysis[1]

Public Library Use - Approximately half of the households sampled had some member who used the public library regularly, usually for school related work.

Reasons for Non-Use of the Public Library - "No time to go" is clearly the most frequent response, followed closely by "obtain reading materials from other sources." Significantly, few responses mentioned that no one at the public

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[1]See Table II, p. 56.

TABLE II

SURVEY HOUSEHOLD DATA: GENERAL ANALYSIS
Sample Size 421

	Count	% of Total Households
Public Library Use		
Yes response	250	59.4
No response	167	39.7
Unknown response	4	1.0
Family Members Who Use Library count of responses by family member		
Father	76	
Mother	88	
Children	92	
Teen	93	
Other	35	
Frequency of Use		
Daily	7	2.8
Weekly	84	33.6
Monthly	128	51.2
Yearly	18	7.2
Reason for Use - General Count		
Recreational reading	128	51.2
Informational reading	94	37.6
Job-skill or business	34	13.6
School assignments	150	60.0
Other	7	2.8
Reason for Use - Spanish Speaking (Mono/bilingual)		
Recreational reading	63	26.1
Informational reading	38	15.7
Job-skill or business	14	5.8
School assignments	94	39.0
Other	2	0.8

TABLE II (Continued)

	Count	% of Total Households
Preference of Library Days and Hours - General		
Weekdays	188	44.7
Saturdays	175	41.6
Sunday	101	24.0
8am to 5pm	88	20.9
9am to 9pm	201	47.7
Other	34	8.1
Preference of Library Days and Hours - Spanish Speaking (Mono/bilingual)		
Weekdays	92	38.2
Saturdays	113	46.9
Sunday	168	69.7
8am to 5pm	53	22.0
9am to 9pm	103	42.7
Other	25	10.4
Family Members in School a count of responses by family member educational level		
Preschool	167	
Elementary	238	
Junior High	102	
High School	122	
College	95	
Vocational School	30	
Adult Night School	57	
Language of Respondent		
Spanish	108	25.7
English	159	37.8
Both	133	31.6
Other	5	1.2
Unknown	16	3.8

Spanish speaking households totaled 241 of the complete sample or 57.3%.

library spoke Spanish.

Family Members Who Use the Library - School children and their mother are the prime library users.

Frequency of Use of the Public Library - "Monthly" is clearly the most frequent response.

Reason for Use of the Public Library - In rank order, reasons for use are school assignments, recreational reading, information, job skill or business and other, including job listings, films, exhibits, typewriters, telephone books and reading classes.

Library Services Preferred - Service preferences in rank order were reference service (58.9%); English books (51.6%); records and tapes (51.3%); quiet study area (47.7%); magazines (46.8%); free films (46.6%); Spanish books (43.7%) newspaper collection (42.7%); children's storyhour (41.1%). Other responses were negligible.

Preference of Library Service Hours - A relatively high interest in Saturday and weekday service with emphasis on afternoon and evening hours.

Family Members in School - 1970 census figures indicate a drop in school age population which was substantiated during the survey. Special attention should be paid to adult night school because most frequently night school students are Mexican born recent immigrants eager to learn English. Very little continuing education was reported.

TABLE III

REASONS FOR NOT USING THE LIBRARY

Reasons	Frequency of Response	Responses				
		CHI SQ	S USE*	S N-USE	E USE*	E N-USE
2. Not interested	30	1.78683 2DF 0.4093	1 3.3	10 33.3		14 46.7
3. No time to go	63	2.31203 3DF 0.5102	2 3.2	18 28.6		20 31.7
4. Transportation difficulties	26	3.50325 3DF 0.3203	2 7.7	5 19.2		10 38.5
5. Do not like to read	18	3.45312 2DF 0.1779		7 38.9	1 5.6	3 16.7
6. Read a language the library does not have	8		1 12.5	5 62.5		
7. Obtain reading materials through other sources	63	0.77117 3DF 0.8564	1 1.6	12 19.0	4 6.3	30 47.6

TABLE III (Continued)

Reasons	Frequency of Response	CHI SQ	Responses S USE*	S N-USE	E USE*	E N-USE
8. We did not know there was a public library	5		1 20.0	3 60.0		
9. The library is an unfriendly place	0					
10. No one in the library speaks Spanish	11		2 18.2	7 63.6		

TABLE III (Continued)

Reasons	Responses			
	BI USE*	BI N-USE	O USE*	O N-USE
2. Not interested	5 16.7			
3. No time to go	2 3.2	17 27.0		1 1.6
4. Transportation difficulties	2 7.7	6 23.1		1 3.8
5. Do not like to read		6 33.3		
6. Read a language the library does not have		2 25.0		
7. Obtain reading materials through other sources	2 3.2	9 14.3		1 1.6
8. We did not know there was a public library				

TABLE III (Continued)

Reasons	Responses			
	BI USE*	BI N-USE	O USE*	O N-USE
9. The library is an unfriendly place				
10. No one in the library speaks Spanish	2 18.2			

*in some households there was mixed use and non-use of the library

S USE = Spanish language library users
S N-USE = Spanish language non-library users
E USE = English language library users
E N-USE = English language non-library users
BI USE = Bilingual library users (Spanish and English)
BI N-USE = Bilingual non-users (Spanish and English)
O USE = Other language library users
O N-USE = Other language non-library users

TABLE IV

POSSIBLE LIBRARY SERVICES TO BE OFFERED

Services	Frequency of Response	Responses CHI SQ	S USE	S N-USE	E USE	E N-USE
23. Children's story hour	162	5.70045 2DF 0.0578	23 14.2	22 13.6	38 23.5	19 11.7
24. Community meeting place	66	10.36630 2DF 0.0056	6 9.1	10 15.2	16 24.2	4 6.1
25. Declamaciones - poetry recitals	54	4.52643 2DF 0.1040	8 14.8	8 14.8	11 20.4	3 5.6
26. Free film showings	184	5.53859 3DF 0.1364	30 16.3	23 12.5	43 23.4	16 8.7
27. Quiet study area	193	4.31848 2DF 0.1154	30 15.5	20 10.4	49 25.4	23 11.9
28. Records and tapes	205	4.46281 3DF 0.2156	29 14.1	23 11.2	50 24.4	18 8.8
29. Reference services	233	6.83469 3DF 0.0774	32 13.7	29 12.4	62 26.6	27 11.6

TABLE IV (Continued)

Services	Frequency of Response	Responses CHI SQ	S USE	S N-USE	E USE	E N-USE
30. Spanish book collection	179	9.02094 2DF 0.0110	35 19.6	34 19.0	21 11.7	7 3.9
31. Equipment/ hardware	153	6.00102 3DF 0.1116	19 12.4	16 10.5	37 24.2	16 10.5
32. English book collection	206	3.22931 3DF 0.3562	33 16.0	17 8.3	63 30.6	18 8.7
33. Magazine collection	190	11.16197 3DF 0.0109	30 15.8	26 13.7	54 28.4	14 7.4
34. Newspaper collection	175	14.56689 3DF 0.0022	25 14.3	29 16.6	42 24.0	13 7.4

TABLE IV (Continued)

Services	Responses			
	BI USE	BI N-USE	O USE	O N-USE
23. Children's story hour	44 27.2	16 26.7		
24. Community meeting place	24 36.4	6 9.1		
25. Declamaciones - poetry recitals	19 35.2	5 9.3		
26. Free film showings	52 28.3	17 9.2	2 1.1	1 0.5
27. Quiet study area	55 28.5	16 8.3		
28. Records and tapes	56 27.3	27 13.2	1 0.5	1 0.5
29. Reference services	58 24.9	23 9.9	1 0.4	1 0.4
30. Spanish book collection	59 33.0	23 12.8		

TABLE IV (Continued)

Services	Responses			
	BI USE	BI N-USE	O USE	O N-USE
31. Equipment/ hardware	47 30.7	17 11.1		1 0.7
32. English book collection	52 25.2	19 9.2	2 1.0	2 1.0
33. Magazine collection	44 23.2	19 10.0	1 0.5	2 1.1
34. Newspaper collection	48 27.4	16 9.1	1 0.6	1 0.6

See Table III for explanation of abbreviations.

TABLE V

RANKED ORDER OF THE SERVICES PREFERRED BY SPANISH SPEAKING (Mono/bilingual) Total of Spanish Speaking 241

Service	Count of Persons Speaking Spanish	% of Persons Speaking Spanish	Count of all Persons Contacted
Spanish book collection	151	84.4%	179
Reference services	142	60.9	233
Records and tapes	135	65.9	205
Free film showings	122	66.3	184
Quiet study area	121	62.7	193
English book collection	121	59.7	206
Magazine collection	119	62.6	190
Newspaper collection	118	67.4	175
Children's story-hour	105	64.8	162
Equipment/hardware	99	64.7	153
Community meeting place	46	69.6	66
Declamaciones - poetry recitals	40	74.0	54

Household Sample Results: Interpretation

Public Library Use - Over half the households surveyed contain someone who currently used the library.

Reasons for Non-Use - "No time to go," the most frequent response, contains a high degree of error of measurement, since it is not specific enough to isolate causal factors. "No time" can imply that the distance to the library is too great or that a hard working laborer really has no time between job and rest to visit the library. This response may also reflect a general lack of interest in reading, or that reading material is acquired elsewhere. It may be hypothesized that distance to the library is a major factor in this response, since "transportation difficulties" also was frequently cited, particularly by the homebound elderly.

"Obtain reading materials through other sources" rated equally with "no time to go," and is a much more valid measure. School, bookstores and subscriptions were commonly cited as sources.

Significantly, few responses mentioned that no one at the library spoke Spanish. This response may also contain significant errors of measurement since respondents may have been reluctant or unable to define their reasons for non-use in cultural terms, preferring to use the more personal or universal response such as "no time to go" or "not interested." Considering the size of the Spanish speaking population of San Jose, a city with numerous Spanish cultural elements,

infrequent mention of language barriers is an anomaly which might only be explained by the customary politeness and courtesy among Spanish households toward representatives of a branch of the government such as interviewers who identify themselves as agents of the public library.

Family Members Who Use the Library - "Other" responses were common, reflecting responses of adults in the household who are not parents. The large number of children using the library do so in conjunction with school assignments. A common response among adults to this item was that no one in the household used the library because there were no children in the home. It is clear that the stereotype of libraries as a place for school children is prevalent in the sample population.

Frequency of Use of the Public Library - Because no provision was made for the response, "every two weeks", this most common response was recorded as "monthly." It can be assumed that the most frequent period of use is between once a week and once a month, probably twice a month due to lending policy.

Reasons For Use of the Public Library - The results appear to support the strongly held belief that libraries function primarily to supplement school curriculum. There is also a strong suggestion that the library is part of the informal continuing education process when all the non-school related uses are combined and compared to the figure for

school assignments.

Library Services Preferred - Reference services popularity may reflect the concern for school assignments. Bilingual dictionaries and other aids to translation are certainly included in the expression of interest in reference services. Considering the popularity of this item, further investigation is recommended to determine the exact nature of this need: community services information, for example. The interest in English books must reflect both the desire of Spanish monolinguals to improve their English usage and the needs of so-called "Chicanos" (persons of Spanish background raised in the United States who may only speak English).

The popularity of records and tapes reflects a strong interest in music as well as need for self-instructional tapes teaching English as a second language to recent Latin American immigrants.

Free films rated high, although often the content of these proposed programs was questioned. It is suggested that the interest in films be noted and further study be made as to their application.

Nearly half the households sampled included someone who indicated a preference for books in Spanish. Spanish book popularity reflects the need of Spanish monolinguals, educated in Latin America who read only Spanish, and bilingual persons and f[illegible]es interested in having their children

develop bilingual skills.

Magazines out-polled newspapers in popularity, perhaps, because families already have newspaper subscriptions. A large periodical collection is recommended.

Children's storyhour appears to warrant attention, particularly as it can aid bilingual education and the speaking skills that precede written communication.

The trends indicated by responses to the services item suggest that early attention be paid to development of bilingual reference materials that will complement all school work including that of both children and adults. Special emphasis should be placed on aiding Spanish speakers to improve their English usage. The strong interest in non-print media such as records, tape and films must be noted.

Of special note is the obvious preference for a quiet study area. This item may be assumed to reflect the interests in use of the library to support school work; the need for quiet also clearly reflects two basic conditions in the Gardner District, crowded dwellings and street noise levels exceeding federal Environmental Protection Agency safety levels.

Preference of Library Service Hours - The difference between preference for 8am-5pm and 9am-9pm can be interpreted as a desire for maximum service. It must be noted, however, that since there was no item to measure specifically afternoon-

evening hours, these responses were recorded as a 9am-9pm response or as "other," with afternoon-evening preference stated. Among Spanish speakers week nights appear to be most popular followed by Saturday and Sunday respectively.

Family Members in School - The drop in school age population from the 1970 census is statistically within the range of sampling error in both surveys. Significantly, however, team members were frequently told that no one in the household used the library because the children had grown up and moved away. A large number of senior citizens was encountered during the survey, accounting for the relatively low household size in the area (2.75 persons per household). Persons attending the Metropolitan Adult Education Program at Sacred Heart Church comprised a relatively small proportion of the household sample, although three hundred and five adult students were subsequently interviewed at the school. It is these clearly motivated adults and school children that can be expected to make the greatest use of the library.

Language of Respondent - As noted, the actual proportion of white-SSL households surveyed is probably higher than 57.3% of the sample. The data demonstrate a great need for bilingual materials written in basic vocabulary. Verbal skills are usually more highly developed than the reading.

Interest Sheet Preferences

Two sets of data were collected for responses to the

forty-seven items on the list of interest, hereafter referred to as the "interest sheet." One set encompasses so called "street" responses, those collected door-to-door following the sample selection profile (521 responses). The other sample was taken at the Metropolitan Adult Education Program at Sacred Heart Church because it was felt that the proposed library would be serving as curriculum back-up and supplementary source for this particular group of students predetermined to be almost completely white-SSL and obviously expressing an information need by enrolling in class (395 responses). The data in both cases can be assumed to be the most valid of that collected due to the clarity of the procedure and the uniformity of administration. There is a small degree of uncertainty due to possible errors of measurement caused by translation and cross-cultural misinterpretation.

Extensive correlations between interest items and age, sex and education are possible since the data are in machine readable form. The "top ten" items have been extracted according to sex under age groups. In this way, the most popular subjects are listed in rank order for male and female children, teens, adults and seniors. The grand total for all groups combined reflects a slight female bias since 59% of the respondents were female. It also reflects the adult majority.

TABLE VI

TOP INTEREST PREFERENCES OF TOTAL SAMPLE POPULATION

1.	Health/diet
2.	Cooking
3.	Music
4.	History and culture
5.	Crafts
6.	Gardening
7.	Sports
8.	Art
9.	Legal information
10.	Auto mechanics
11.	Women's rights

TABLE VII

TOP TEN INTEREST PREFERENCES BY AGE AND SEX

Children		Teens	
Male	Female	Male	Female
1. art	1. art	1. sports	1. cooking
2. crafts	2. crafts	2. auto mechanics	2. sewing
3. pets	3. cooking	3. music	3. fashion
4. sports	4. music	4. career information	4. music
5. cooking	5. mysteries	5. science	5. art
6. music	6. sewing	6. war stories	6. crafts
7. mysteries	7. pets	7. science fiction	7. mysteries
8. war stories	8. sports	8. crafts	8. health/diet
9. nature	9. poetry	9. mysteries	9. pets
10. science	10. nature	10. pets	10. poetry

Adult		Senior	
Male	Female	Male	Female
1. auto mechanics	1. cooking	1. sports	1. health/diet
2. sports	2. sewing	2. travel	2. cooking
3. history and culture	3. health/diet	3. art	3. religion
4. music	4. gardening	4. cooking	4. sewing
5. legal information	5. women's rights	5. history	5. travel
6. science	6. fashion	6. house repair	6. child care
7. health/diet	7. child care	7. nature	7. house repairs
8. art	8. crafts	8. religion	8. music
9. war stories	9. history	9. science	9. art
10. U.S. history	10. interior decorating	10. war stories	10. poetry

Results: Educational Levels by Age

Despite objections of some MAGS students to soliciting educational levels directly, this information was obtained in the interviews. The data contains errors of measurement due to differences in the Latin American and United States grading systems. It was felt by MAGS students that questions about a person's personal background should be avoided in order to minimize suspicion and mistrust. Therefore, there is no record of where schooling was obtained. Responses to this question were suprisingly frank.

As expected, almost all the children surveyed were in elementary school. Teenagers split between high school, 69.7%, college, 8.2%, trade school, .8%, and adult school 5.7%. The adults surveyed were as follows: elementary school, 19.7%; high school, 46.2%; college, 22.3%; trade school, 1.7%; adult school, 10.2%. Seniors surveyed ranged elementary school, 51.1%; high school, 33.3%; college, 11.1%; trade school, 0%; adult school 4.4%.

Interpretation

The data confirms assumptions supported by 1970 census data that the Gardner District has a lower educational level than the rest of San Jose. It may be assumed that this level correlates to some degree with lower reading levels, at least in English proficiency. Those persons educated in Mexico may be assumed to have a higher Spanish proficiency

than those educated in the United States. The lesson for the Biblioteca is that there is English language deficiency among Gardner District residents regardless of the place of their schooling.

Some apparent discrepancies need explanation. Any amount of school in a specific level counted as completion of that level in terms of the data. Therefore, one year of high school counted as high school education. In this way, the data may tend to overestimate actual achievement. The relatively high number of college responses is no doubt due to this form of overestimation and also some misunderstandings during interviews as to what constitutes college. For example, beauty college is more properly considered a trade school, but may have been reported as college.

The majority of seniors reported some elementary school but it was not uncommon to learn that some had not been to school at all. The high percentage of college may also be due to misunderstandings over the term; a "colegio" in Mexico is a high school.

The data confirms the high school drop-out rate reported in the census. The small number of trade school students is startling and warrants further investigation. The low figure for trade school may be due to inclusion in adult school or college categories. In any case, there is a dismal lack of continuing education despite the Metropolitan Adult Education Program at Sacred Heart Church.

TABLE VIII

EDUCATIONAL LEVELS BY SEX

Category	Elementary	High	College	Trade	Adult
Teen females	11.9%	72.9%	6.8%	-	8.5%
Teen males	19.7%	67.2%	8.2%	1.6%	3.3%
Adult females	18.7%	49.8%	19.3%	1.6%	10.6%
Adult males	21.0%	41.4%	25.7%	1.9%	10.0%
Senior females	60.6%	27.3%	6.1%	-	6.1%
Senior males	22.2%	55.6%	22.2%	-	-

(Percentages are of the row for each category)

Interest Sheet Results: Interpretation

In general the trend favors education among males, particularly among the seniors. Viewed historically through the generations, the differences between education for each sex is clearly declining. The 22.2% college for senior males may be due to misunderstanding of the term "colegio." The lack of trade school education is surprising. The trade school figure suggests further research into the activities of trade unions among Gardner District residents.

The most meaningful figures are the elementary levels, because they reflect maximum years of formal education, and therefore presumably the base line of literacy for those persons in either language. A person reporting elementary

education might have as little as one year of school. Most notable in this category is the 60.6% elementary level for senior females. This figure may explain why women's rights is among the most popular items listed on the interest sheet among their "daughters."

The problem of determining literacy and language proficiency in English and Spanish for Gardner residents was not completely solved by surveying educational level. This measure is crude and does not account for personal growth outside the classroom. The team members did encounter individuals who could read the items on the interest sheet and yet had never been to school. In these cases, the person was reading in Spanish and had been born in Mexico.

Although the educational level for Gardner District as a whole is below that of the greater San Jose area, the proportion of persons with better than an elementary education is increasing. Implications for the Biblioteca again support the assertions of Rich De La Rosa and Nellie Fernandez that a library collection for the Spanish speaking must be as varied in interest and vocabulary as for any public library.

The special nature of the Biblioteca apparently will be its bilingual service. In order to serve as a bridge between languages, materials must be in basic vocabulary, of practical value and related to the interests expressed by the patrons. This bilingual feature will serve the

needs of Latin American born immigrants desiring to improve their English and also the needs of United States born citizens wishing to improve their Spanish. Due to this reciprocal function, and the vital need to understand fundamental terms in both languages, basic vocabulary materials in both languages are recommended.

Interest Sheet Results: Conclusions

The purpose of the survey was to determine the information needs and language proficiency in English and Spanish of the Gardner District white-SSL population in order to establish priorities in deciding upon programs and materials for the Biblioteca. Despite delicate complications of cross-cultural communication and a highly mobile population, the study has revealed preference trends which might guide decision-making.

Determination of service and materials preferences among the white-SSL population was relatively successful compared to the determination of reading levels or language proficiency in English and Spanish. The only information obtainable through interviews regarding language use and reading level were the number of years of formal schooling and current enrollment. A correlation between years of school and reading proficiency must be assumed, although no test of this assumption has been made. Differences in grade levels in Latin America and the United States must be considered, although place of schooling was not sought.

The "top ten" categories in rank order by age group give a clear picture of the general reading interests of the sample population. The data confirms the assertion by Rich De La Rosa of De La Rosa's Latin American Imports that reading interests among the Spanish speaking population are wide and varied. There is an emphasis on pragmatism balanced with considerable interest in aesthetics. Whether or not there is a significant difference between stated reading preferences among the Gradner District population and any other user group such as the population of San Jose as a whole must be left to other investigations.

CRITIQUE OF SURVEY QUESTIONS WITH SOME CONCLUSIONS

Questionnaire Items

Items 2-11: If the family does not use the library, why?

The survey team wanted to account for and record a wide variety of reasons for use and non-use of libraries by residents of the Gardner District. Some of Items 2-11 were considered to be applicable to communities in general. It is important to note that the non-use section consumes one third of the space on one page of the questionnaire. A large number of the persons who indicated that they do not use the library were not willing to make responses citing reasons for non-use, a "no" answer was too often an indication that the respondent was not willing to answer any part of the questionnaire.

The amount of information obtained in the non-use category was insignificant enough that it may have warranted use of a hand tally or a more simplified format as an alternative mode of data collection. The attempt to elicit reasons for non-use was time consuming and almost totally unproductive. In order to insure smooth flow in the delivery of questions and save valuable time in data collection procedures, questions designed for non-users could have been more clearly separated from subsections that dealt specifically with user preferences of materials, services and hours.

Items 12-16: Who in the family uses the library?

Words used to define respondent status were chosen with the assumption that questions should be framed for a predominantly family-oriented population. The classification should have been more nearly exhaustive. For example, aside from the use of a category labeled "other relative or people living in the house," no allowance was made for accurate recording of non-family respondents such as senior citizens with no children, single persons living alone and situations where no single respondent was the head of the household. For example, one group resident arrangement consisted of a private home care facility for a small number of senior citizens. Another household consisted of a group of Spanish speaking working men who were sharing an apartment. Also teenage respondents who were working and not attending school could not be accurately tallied.

Item 17: How frequently does the family use the library?

A wider range of frequencies of use was needed. It was discovered that "every two weeks" was a frequent response but was not included in the questionnaire. Frequencies of use should correspond to the established charge-out periods that are currently in use by the libraries in the community.

Items 23-35: Which library services or materials would the family find the most helpful?

The list contained some unclear or inaccurate expressions. "Librarianese" entered into the vocabulary with use of terms such as "hardware" which had to be restated for the respondent (item number 31). Also, the phrases "books in the Spanish language" and "books in the English language" should have been used in place of the phrases "Spanish book collection" and "English book collection" (items 30 and 32).

Items 36-41: What days and hours would be good for the library to be open?

The choices of days and hours should have been expressed in terms of morning, afternoon and evening, rather than as specific hours. The categories of hours offered as choices were arbitrary and overlapping.

Items 42-48: Educational levels of family members

It has already been suggested that the term "colegio" was confused by respondents to mean either high school or college. Also, the term "adult education" should have been substituted for "adult night school."

Item 49: What is the language most used in the home?

Some method for recording all languages used by respondents should have been provided for in order to place frequencies of language use into proper perspective. The survey team assumed that a large sample of Spanish speaking residents would be obtained which proved to be true. However, a number of other ethnic groups, including Italians and Oriental persons, live in the area and perhaps a separate profile of interest and information needs could have been developed for this portion of the population.

Other Observations

There was no standard procedure used for handling negative responses. A distinction between apathy and lack of cooperation was occasionally difficult to ascertain. At times the interviewer made an attempt to elicit responses in order to establish a rapport or to clarify the purposes of the questioning process. In other instances, a "no" response was sensed as an indication of immediate disinterest in answering any question, and the survey team proceeded to the next residence.

Possibly the inability of the interviewer to accurately interpret the tone of interviewee response was due to a need for more practice in interviewing techniques. Problems in developing an interview technique come in part from the unavailability of guidebooks on survey administration.

Coincidentally, time restrictions caused an administrative trade off to occur; there was not enough time to do extensive pre-testing. As a result, sophistication in survey administration technique was compromised in light of scheduling considerations. Nevertheless, data ultimately yielded the information that the research problem defined as being the most valuable.

It is advisable for any group that attempts to organize a survey research project to write a precise statement of goals at a very early date in the project schedule to avoid duplication of tasks and to facilitate scheduling of activities. It is also advised that, in order to trace accurately the development of important assumptions and changes in decisions, a record of proceedings of all group meetings should be maintained in a journal by a group secretary. Thorough and accurate notes of proceedings can serve as a synopsis of information and as an indication of the proportions of time spent on various tasks. Constant reliance upon use of notes taken by various survey team members at different stages in the research project can cause a slow down of the overall communications system, especially if there are several team members who must meet and confer in the context of incompatible work and school schedules. The communications process in this survey experience was fairly smooth because members made an attempt to route their other activities around group meeting times.

CHAPTER VI

CONCLUSIONS

Acceptance of the Hypothesis

The hypothesis guiding this study was that the library service and collection content preferences of the Spanish speaking/surnamed population of the Gardner District of San Jose, California could be reasonably determined. Acceptance of the hypothesis depends upon judgment of the reasonableness of the conduct of the survey. Answers to the questions of population, sample size, sample method and survey instrument were dealt with in a reasonable manner, utilizing the appropriate literature and consulting human resources in the community. In the clarity of hindsight, the hypothesis stands accepted. Certainly each team member learned how to conduct a reasonable survey.

The data confirmed the major assumptions underlying the survey objectives. The assumption that a heavy concentration of Spanish speaking/surnamed residents having particular socio-economic characteristics was supported by direct observation and statistical fact. For example, in more than one instance, whole apartment complexes were encountered which housed only Spanish speaking residents who seemed to share a common bond of language and economic condition.

The assumption that a high percentage of low income

families would be encountered could not be documented statistically because the survey design did not identify income level on the advice of Mexican American Graduate Studies.

The assumption that the population to be surveyed would be highly transient was difficult to determine statistically, although many instances of recent immigration and residential turnover were encountered.

The survey method proved to be the most effective way to sample the population given the characteristics of the population and the amount of time available for the study. The questionnaire proved more time efficient than an interview schedule. The house-to-house approach to data collection provided contact with persons who could not have been surveyed by telephone or mail.

The need for translators was solved by translating the questionnaire, utilizing bilingual household members and employing the bilingual skills of survey team members. Spanish monolingual respondents seemed pleased that an attempt was being made to communicate with them in their language and participated heartily in the challenging process of translating communication.

The act of translating created a sense of rapport between the survey team and household members which often developed into a lively discussion involving all persons present. Great effort on everyone's part to understand the

questions and to elaborate answers was stimulating to all.

The purpose of the research was to produce information about the Gardner District for the use of the Biblioteca Latino Americana. The test of the usefulness of the data for the Biblioteca depends upon the use to which the data is put.

Subjective Impressions

The majority of quantifiable observations appear in the previous chapter. Yet some valid points were noted which are not reflected in those tables. These points consist of observations made by the team throughout the survey and may be broken down into two categories--the environmental characteristics of the area and of its population.

Perhaps the most prevalent non-statistical observation made concerned the noise of the environment. More than once, team members found a respondent's answers muffled by the sometimes simultaneous impact of an approaching freight train, a descending jet or vociferous dogs.

The remaining mental notes were of a much more positive nature, however. As stated in one of the survey's assumptions, the team looked cautiously upon this area as a potentially dangerous neighborhood. The Gardner District report and census findings conjured up images of rundown housing, dirt sidewalks, and errant youth. If a team member did not fall through the porch steps, he might put his hand through the

door while knocking or be knifed while leaving the house. In actuality, though, the survey team found no such melodrama; some of the houses were in need of repair and some of the yards required care but, in general, the condition of the district's environment was much less threatening than reported. Similarly, there seemed to be much less crowding of inhabitants than originally suspected.

The second group of observations not recordable on the computer mark sense cards involved the area's population. The statistics reported the percentage of Spanish speaking/surnamed but failed to specifically point out another solid ethnic group, the Italians, and mostly older Italians. An interesting phenomenon not appearing in the body of the data concerned the elderly residents of the district and their impressions of the library. For example, when asked "Does any member of the family use the public library?", a senior citizen respondent would answer, time and again, "No, it's just me and my husband (or wife). Our children are grown." These older members of the population seemed to associate library usage with school age children. The survey's data does infer such an association in showing a correlation between library use and school age children.

In summary, these mental notes made by the team members allowed them to complete the picture of the Gardner District constructed from the background searches and the survey data itself.

A Final Important Element

A complete report of the survey demands some comment on the survey team itself. The six students, representing the first group research project done in San Jose State University's Department of Librarianship, worked well together and without the presence of a formal chairman. The self-motivation was perhaps attributable to each individual's genuine interest in the Biblioteca added to the desire to do a relevant and uncontrived research project. There was fun and laughter and it is perhaps this ability to blend successfully the serious aspects of a study with its lighter side that transformed six different individuals into a functioning team. The experience of cooperating on a complicated task was as useful to the team members as the survey results might be to the Biblioteca.

SUGGESTIONS FOR OTHER AREAS OF STUDY IN SURVEY RESEARCH

In any survey research project several interesting questions arise and remain largely unanswered. In this survey experience, it was determined that separate research studies could be made regarding the following questions and ideas:

> Why are there so few people in the geographical area who attend a particular type of educational institution? For example, in this survey there were very few respondents who attended trade schools.
>
> Why is there a general idea in the minds of some respondents that libraries exist mainly to render services to children? Is it because there is a need for better public relations between the library and the community?

How can problems of transportation to the library and geographic isolation of patrons from library facilities be solved in a small sector of a community that does not have a bookmobile?

Is there a correlation between the advent of a women's movement, an awareness of women's rights and the expression of a high level of interest in the subject of women's rights in the interest check-list portion of the survey? The same kind of question can be asked in any interest survey where a particular interest is expressed in a single subject area.

What does the term "public library" mean to various minority groups? In other words, is there a tradition of library development in the cultures of various groups, and if not, how can our public library systems give ethnic groups better orientation to available materials and services in addition to the service of providing special library materials in a language other than English?

APPENDIX A

COPY OF GRANT APPLICATION

STATISTICAL SUMMARY

Data may duplicate information in the project description. This is a summary of statistics data. An answer must be provided for each item or sub-item.

A. 1970 U.S. Bureau of Census population of the Target Area to be served:

SACRED HEART:	9,898
ALVISO:	1,095
TOTAL:	10,993

Current population of the Target Area to be served: not available Source of current population: N/A date of estimate N/A.

B. Total number of counties served: One

C. Predominant characteristics of area served: (give best estimate of the percentage distribution of persons served within each of the following areas)

a. (1) Model City Neighborhood 50 %

b. (2) Urban 85 % Rural 15 %

D. Type of Group: (Check the space which best describes the population served by the project)

a. (X) Economically Disadvantaged
b. ( ) Physically Handicapped (give percentage of this group that is Blind: ____%)
c. (X) Migrant d. ( ) General Public of Area
e. (X) Other, please specify: Spanish speaking

E. Ethnic or Racial Group: Is this project primarily for a specific ethnic or racial group?
(X) YES ( ) NO

If "yes" give best estimate of percentage distribution of persons served by the project as to race or ethnic group:

ONE		TWO IF SPANISH SURNAMED:	
a. American Indians	____%	a. Mexican Americans	90 %
b. American Orientals	____%	b. Cuban	2 %
c. Negro	____%	c. Puerto Rican	3 %
d. White	____%	d. Other, please specify	____%
e. Other	____%	e. Central & South America	5 %

F. Age Group Served: (give best estimate of percentage distribution of persons served in the project by age groups)

a. Children (age 0-14) 30 %

b. Youth (age 15-24) 30 %

c. Working Age/ Graduate (age 25-64) 30 %

d. Aged (age 65 and over) 10 %

G. NUMBER OF PARTICIPATING LIBRARIES AND AGENCIES IN THIS PROJECT:

(1) TOTAL (Sum of item (2) thru (11) following): _____

(2) Public_____

(3) School_____

(4) Vocational_____

(5) Jr. College_____

(6) Other Academic____

(7) Special Latin-American Lib. Inc.

(8) Hospitals_____

(9) Correctional_____

(10) Residential Schools_____

(11) Other, specify_____

Rev. 11/74

ANY QUESTION? CALL YOUR STATE LIBRARY CONSULTANT
AREA 916 445-4730 (TWX 910 367-3555)

E. 1. ABSTRACT

Provide quantities of bicultural, bilingual, and Chicano materials to satisfy long neglected needs of Spanish monolinguals and bilinguals who comprise a fifth or more of San Jose's population. Provide language qualified librarians to facilitate and encourage use of the materials which will be added, and to lay a solid base for long range development of this material at outlets which are accessible and attractive to target groups.

2. PROGRAM

a. Statement of Need

(1) Identify target groups

(a) Residents of Alviso (Census Tract #5046.02). Population as of 1970 was 1,095. 679 (62%) of whom were "white persons of Spanish surname or Spanish language."

(b) Residents of Gardner Neighborhood and contiguous residential parts of the "Alma" and "Willow Glen Neighborhoods" to the east and south respectively. This includes all of Census Tract #5017 and portions of Tracts 5016, 5018, and 5031.01. This area is referred to in this proposal as the "Sacred Heart Community" because of the existing Community Center activity at the Sacred Heart Church site. The target group is the residents as a whole and is not limited in any way to the religious community or congregation of the Sacred Heart Parish. Using 1970 population figures, the residents in this group are estimated at 9,898 with more than 50% in the Spanish surname or Spanish language category.

This is an area characterized by high unemployment, low educational attainment, low income and overcrowded substandard dwellings.

(2) Analyze current level of service in area

Persons living in the two target areas are served by the San Jose Public Library. In actuality, the Alviso area has a library station open 12 hours per week with 1,800 books and an extremely limited budget. This station is staffed by a library aide from one of the branches. Alviso has a population that is 65% Spanish surname. A large number are Spanish monolinguals. Recently annexed to the City, the area is geographically isolated and deficient in most city services including paved streets. A bus has been discussed but has not been forthcoming so there is no public transportation available. These factors make access to library services elsewhere in the City very difficult.

Sacred Heart Community Area also has a high (58%) percentage of persons who are Spanish speaking. In addition, this area has a very high number of Spanish monolinguals, either recent immigrants or persons who have not learned English. Service is available through San Jose Public Library, however, certain factors have made these facilities less available than we might hope.

Lack of bilingual personnel, bad past experience with city government structure, and a dearth of collections of bilingual and bi-cultural materials are some of the limiting factors. At this time there are approximately 5,000 Spanish language books in the entire city library system, of which many are quite old.

The Sacred Heart Community has already formed a children's library in its community center. 350 books have been donated so far and 130 children have registered. Community interest has been generated solely through expressed desire for basic library service. Motivation for this grant application has come to the San Jose Public Library with the strong support of this target group. In fact, the community is incorporating a body to pursue its desire for a library of its own which it is pledged to share with the public.

(3) Desired Level

Sacred Heart Community area is providing space and staff for the Biblioteca Latina Americana. In this demonstration, the San Jose Public Library proposes to purchase and organize a core collection of materials appropriate to the needs of this exceptionally motivated inner-city neighborhood. Such material would be placed on a long term loan basis in the existing facility for public use.

An initial (1st year) or basic core collection for the library in question would be approximately:

1,350 volumes appropriately distributed in terms of basic reference; adult fiction and non-fiction with emphasis in bilingual "how-to" books; young adult and juvenile.

142 periodicals, mostly bilingual, including one or more appropriate daily and weekly newspapers.

1,000 phonograph records.

Films and other especially appropriate selected materials would be added to the extent that they can be acquired during the first year.

During the second year every effort would be made to double the size of the above collections and lay the basis, through experience and evaluation, for continued support through loans of appropriate materials. In addition this would provide the solid basis for long range development of materials which will be attractive and accessible to target group.

The Biblioteca Latina Americana is also seeking material funds from other sources such as businesses, clubs and private donations. Funds for staffing are being sought through a HUD block grant. With these resources, library service will be provided on a regular basis in the Sacred Heart Community.

Alviso station is currently open four hours a day, three days a week run by a library aide. A bilingual/bicultural Librarian I would make up to forty hours of service possible. The community members have not been traditional library users and need to be encouraged to

exploit library resources. A Librarian I stationed in the community will be able to make and develop community contacts. Programs for children and adults can be presented by this person.

As of December 31, 1974, Alviso Library had 1,772 books, an assortment of paperbacks, 18 magazine subscriptions and about 100 phonograph records. Annual circulation is averaging 6,000 to 7,000.

b. Goals

(1) To provide a suitable quantity and quality of Spanish language and bicultural materials to meet information and other needs of a prominent ethnic portion of the community.

(2) To encourage use of such materials by minority persons and other persons in the community such as in adult education, and bilingual programs in public schools;

(3) To provide an opportunity for the general public to expand its knowledge of Latino language and culture;

(4) To provide employment opportunities for Spanish bilinguals;

(5) To enhance educational and cultural opportunities for the Spanish speaking in the target area;

(6) To promote awareness of Latino culture and Spanish language throughout the city.

c. Objectives

(1) Order and process 2,517 Spanish language and bicultural materials--1,350 books, 142 periodicals, 1,000 records and 25 films -- in one year.

(2) Hire bilingual Librarian I to assist in processing all Spanish language materials, supervise collection on loan at Biblioteca Latina Americana, Inc. and provide guidance to the staff of that library.

(3) Form a Seven (7) member advisory committee from the Sacred Heart and Alviso communities to advise library on needs of community within first month.

(4) Hire bilingual Librarian I to develop and execute program in Alviso starting in first month.

(5) Circulate materials to 35% of population served each year.

(6) Contact all Spanish bilingual program agencies in the City of San Jose during the first year.

(7) Contact all community leaders and agencies in Alviso, in three months.

(8) Open Alviso branch up to an additional 28 hours per week.

d. Plan

(1) (a) The San Jose Public Library staff will select and purchase materials using suggestions of the Advisory Committee and standard reviewing sources.
(b) The San Jose Public Library staff will receive all materials purchased, catalog whatever requires cataloging and send fully processed items to designated public service outlets.

(2) Library staff will interview and hire a Librarian I who is Spanish bilingual and preferably bi-cultural. This person should be able to do cataloging and to also be able to work in other capacities.

(3) Appropriate publicity will generate city-wide interest to stimulate use.

(4) An appropriate contract will be entered into to achieve public service through the outlet to be provided by the Sacred Heart Community Center. The agreement will outline the working relationship of the San Jose Public Library, Biblioteca Latina Americana, Inc. and Sacred Heart Church (Archidocese of San Francisco) as follows:

3. LOCAL SUPPORT

a. Cash contributions - Not applicable

b. Awareness and Involvement

Sacred Heart Community has incorporated its library to provide Library service to the surrounding Latino community. The Sacred Heart Church location encompasses a clinic, credit union, day care center and other services of community interest. The Library is intended to be an integral part of this Community Center. After having evidenced this interest, the nucleus of a library was started in the Center. 350 children's books have been donated, 150 children have registered. Volunteers staff the collection which is open on Sunday only. Now that this has been accomplished, the community has turned to the San Jose Public Library to ask for assistance in obtaining suitable material. The two jurisdictions have been working together in the formulation of policy and in the development of this grant application.

The Alviso community has long stated their request for additional city services. In the discussions arising from Project '75 (a citizen's pre-bond campaign awareness study session) need for more library service was specifically requested. The lack of library staff in the area, particularly bicultural, bilingual staff has precluded thorough exploration of interest. The development of awareness and community involvement will be made possible with an appropriate staff person.

4. STATEWIDE SIGNIFICANCE

Need for service to Spanish speaking people has been recognized by many jurisdictions in the past few years. In many cases however, needs are not being answered. Libraries have an obligation to provide at least basic library service, to meet the desire of persons in this target project. These programs also should provide models and encouragement to other libraries in the state to more fully provide the service every patron deserves.

5. SIDE EFFECTS

Educational, recreational and cultural offerings provide opportunity for self-help and aid in the combat against urban blight, poverty and ignorance. In addition, comprehensive collections and staff of this sort may encourage English monolinguals and other citizens to become aware of the linguistic and cultural offerings of Latino Americana.

Besides bringing these needed services to the target areas, the project can serve as a prototype for additional community projects. There will be access to both project libraries for the entire community and it is hoped that their presence will stimulate additional interest. Information gives citizens the means to control their own destiny in a meaningful way. Educational opportunities make a war on urban blight more possible.

APPENDIX B

ANALYSIS OF FRESNO QUESTIONNAIRE

ANALYSIS OF FRESNO PUBLIC LIBRARY
QUESTIONNAIRE

Filled out by Interviewer as a result of one interview with designated respondent.

ITEM 1. Result of interview. a. completed b. partial information (2 or more major items missing. c. resident not at home d. resident refused to be interviewed e. vacant house

ITEM 2. Coded location of address and street.

ITEM 3. Interviewer identified by code.

ITEM 4. Month of interview

ITEM 5. Family members (Respondent, R.'s spouse, R's children, other persons in household) Up to 6 persons coded.
a. sex b. age group 1) over 60 2) 40-60 3) 20-40 4) 14-20 5) under 14

ITEMS 6, 7 and 8 asked of all the above.

ITEM 6. Job classification.
a. professional b. managerial c. clerical
d. skilled e. semi-skilled f. unskilled
g. retired h. student i. shut-in j. handicapped

ITEM 7. Primary language (Family language)
a. English b. Spanish c. other

ITEM 8. Second language (any other language fluency beside the family language)

ITEM 9. Does R. use the library? If yes, frequency?
(1Y 2Y 3Y 4Y 5Y 6Y 1M 2M 3M W 2W 3W 4W D)
By phone? In person?
Children
Others Same question as above

ITEM 10. Reasons for use of the library?
a. personal pleasure and information b. job, skill or business related reading c. for school/college assignments or student research d. for other library services, i.e. record albums, copymachine and reference information not included above e. other reasons

ITEM 11. Reasons for non-use of library?
a. respondent not interested b. doesn't have time to go to the library c. obtains adequate reading

material by other means. d. uses another library e. poor eyesight; physical/medical reason for not being able to read f. doesn't drive/other transportation not available g. doesn't have time to read h. other reasons i.e. non-reader, literate in language not available in the library

ITEM 12. Success in getting items below (0-100 per cent)
a. transportation to library by car/bus b. parking space at library c. personal help at library when needed d. information R wanted from library e. book or material R wanted f. courteous treatment from library personnel

ITEM 13. Would R use the library more (if the following were true?) Yes or no
a. if library were nearer (within 10 blocks)
b. if library had different hours that it was open
c. if library had plenty of parking
d. if library improved its service in some major aspect
e. if traffic and street conditions to the library were better
f. if library had a different type of collection/ book selection
g. if transportation was easier by bus/car
h. if the library loaned books longer
i. if the respondent knew where it was located
j. if there were reduced or no fines for overdue books
k. if there was more publicity of library services
l. any other reason

ITEM 14. What does R. read for Personal-Recreational-Informational reasons? Books: if yes, how often? (2Y-W)
Magazines? if yes, how often? (M-D)

ITEM 15. What does R. read for Profession, Job, Skill?
Same as ITEM 14 plus does R read a daily newspaper?

ITEM 16. For spouse - same as ITEM 14.

ITEM 17. For spouse - same as ITEM 15.

ITEM 18. For others - same as ITEM 14.

ITEM 19. Has R heard of or used any of the following services? Yes or no.
a. Copying machine b. Children's story hour
c. large Spanish collection d. record albums both in English and Spanish d. Inter-library loan system

e. Books in at least 4 major languages
f. Free movies for the public g. information service to small business h. special extended service to shut-ins i. a meeting room available to the public free j. library loans 16mm films to groups, clubs, churches, etc. k. library tours for interested individuals/groups - pending scheduling l. teletype information from BARC and State Library m. Bookmoble service and stops
n. certain information services by phone
o. large print books

ITEM 20. What do you listen to: or have? Yes or no
a. records b. cassette tapes c. 8mm home movies
d. 16mm?

Do you have any suggestions for improved service?

R means respondent Y means year M means month
W means week D means daily

APPENDIX C

DRAFTS OF SURVEY QUESTIONNAIRE

FIRST DRAFT OF BIBLIOTECA QUESTIONNAIRE

PART I - GENERAL INFORMATION

1. How many people live permanently in this household? _____

   How many people live seasonally in this household? _____

2. What are their ages? (enter number of member in each category)

   under 14 _____
   14-20 _____
   20-40 _____
   40-60 _____
   over 60 _____

3. How many members are currently enrolled in school? _____

   A. What type?

	A	B
grammar school	____	____
junior high school	____	____
high school	____	____
junior college	____	____
university	____	____
trade or vocational school	____	____
Metropolitan Adult night school	____	____

   B. What is the highest level of education attained by adult home members (check applicable spaces under "B" above.)

4. What are the career objectives of home members?

   high school diploma _____
   associate arts degree _____
   bachelors or masters degree _____
   skill training _____

5. How many home members are employed? _____

   A. Of these, how many are full-time? ____ part-time____

   B. What type of work? (check)

   professional _____
   managerial _____
   clerical _____
   sales and services _____
   skilled _____
   semi-skilled _____
   other _____

6. What language is used most often in the home? _____

   Other languages spoken or read by home members? _____

PART II - LIBRARY USAGE

7. Is the public library used by any family member?

   A. If yes, who? _____

   B. How frequently? (circle) 1Y 2Y 3Y 1M 2M 1W 2W Daily

   C. By phone? _____ In person? _____

8. Reasons for use of the library? (circle)

   Recreational reading
   Informational reading
   Job, skill or business related
   School assignments
   Other services (note) _____

9. Which materials are most often checked out? (circle)

   Books
   Magazines
   Records
   Tapes
   Films
   Other _____

10. Reasons for non-use of the library?

   Not interested
   No time to go
   Transportation difficulties
   Non-reader, literate in language not available in library
   Obtains reading materials through other means
   Other _____

11. Which library services or materials do you find most valuable? (check)

   Reference services
   Children's story hour
   Free film showings
   Spanish book collection
   Quiet study area
   Community meeting place
   Records and tapes
   Other _____

PART III - READER INTERESTS

12. What do home members read? (check and fill-in)

Books	_____	which regularly?
Newspapers	_____	
Magazines	_____	
Foto novelas	_____	
Comics	_____	

13. What do you like to read about? (circle)

News	Sports
People	Fashion
Travel	How-to-do something
Music	Ideas
Novels	La Raza movement

14. Which of the following are available in the home? (circle)

Radio?	AM - FM?
Television	
Record player	
Tape recorder	

15. What TV shows are watched regularly?

16. Which radio stations are listened to regularly?

17. Does anyone in the household read the following? (check)

El Grito
La Raza
La Opinion
Aztlan
Con Safos
El Espejo
La Luz

SECOND DRAFT OF BIBLIOTECA QUESTIONNAIRE

SAN JOSE PUBLIC LIBRARY/BIBLIOTECA LATINA QUESTIONNAIRE

PART I - LIRARY USAGE

1. Is the public library used by any family member?

   A. If yes, who? _____
   B. How frequently? (circle) 1Y 2Y 3Y 1M 2M 1W 2W Daily
   C. By phone? _____ In Person _____

2. Reasons for use of the library?

   Recreational reading
   Informational reading
   Job, skill or business related
   School assignments
   Other services (note) _____

3. Which library materials are most often used?

   Books
   Magazines
   Records
   Tapes
   Films
   Other _____

4. Reasons for non-use of the library?

   Not interested
   No time to go
   Transportation difficulties
   Non-reader
   Literate in language not available in library
   Obtains reading materials through other means
   Not aware the library is there
   It is an unfriendly place
   Other _____

5. Which library services or materials do you find most valuable?

   Children's story hour
   Community meeting place
   Declamaciones - poetry recitals
   Free film showings
   Quiet study area
   Records and tapes
   Reference services
   Spanish book collection
   Equipment/hardware
   Other _____

V = Volunteered answer
S = Answer suggested

PART II - READER INTERESTS

6. What do the home members like to read?

Books
Comics
Foto novelas
Magazines
Newspapers
Other

7. What TV shows do the home members like to watch?

8. Which radio stations do the home members listen to regularly?

9. What hours and days do you want the Biblioteca Latina open?

Administer the handout at this time. V=volunteered
S=suggested

PART III - GENERAL INFORMATION

10. Age of respondent _____
Number of pre-school children _____

11. How many members are currently enrolled in school?

A. What type?	A	B
Grammer school	_____	_____
Junior high school	_____	_____
High school	_____	_____
Junior college	_____	_____
University	_____	_____
Trade or vocational school	_____	_____
Metropolitan adult night school	_____	_____

B. What is the highest level of education attained by adult homé members? (check applicable spaces under "B" above.)

12. What language is used most often in the home?

Other languages spoken or read by home members?

COMMENTS:

WHAT DO YOU LIKE TO KNOW ABOUT? check

CURRENT TOPICS

- drugs
- environment
- occult
- personal awareness
- women's rights
- other _____

HOME AND FAMILY

- child care
- cooking
- gardening
- health & diet
- household repair
- sewing
- other _____

HOBBIES

- music
- crafts
- sports
- pets
- automobiles
- chess
- other _____

GENERAL INTEREST

- about people's lives
- adventure
- consumer information
- history and culture
  - Hispanic
  - Southwest United States
  - United States
- legal information
- politics
  - chicano movement
  - national
  - other countries
- romance
- science and nature
- science fiction
- travel
- vocational materials
- how-to-do-it books (what types)

other _____

WHICH OF THE FOLLOWING NEWSPAPERS OR MAGAZINES DOES YOUR FAMILY LIKE?

- Americas
- Aztlan
- Blance y Negro
- Box y Lucha
- Buenhogar
- Chicano Student Movement
- Claudia
- Confidencia
- Con Safos
- El Grito
- El Malcriado
- Emiliano Zapata
- Excelsior
- Familia
- Futbol
- Grafica
- La Extra
- La Luz
- La Opinion
- La Presa
- La Raza
- La Voz del Pueblo
- Mecanica Popular
- New York Times
- Newsweek
- Regeneracion
- San Francisco Chronicle
- San Jose Mercury
- San Jose News
- Selecciones del Reader's Digest
- Siempre
- Sucesos
- Time
- Todo
- Vanidades
- Other _____

WHAT DO YOU LIKE TO KNOW ABOUT? check

Tempas Del Dia

- Drogas
- Ambiente
- Oculto
- Reconosimiento Personal
- Derchos Femeninos
- Otros _____

Hogar Y Familia

- Cuidado De Ninos
- Cosinar
- Gardinear
- Salud Y Dieta
- Reparcion de Hogar
- Costura
- Moda Y Belleza
- Otros _____

Hobbies

- Artes
- Musica
- Deportes
- Animales Consentidos
- Automibiles
- Ajedrez
- Otros _____

Interes General

- Acerca Vidas Personales
- Aventura
- Informacion de Consumo
- Historia Y Cultura
  - Hispanica
  - Estados Unidos Suroeste
  - Estados Unidos
- Informacion Legal
- Politica
  - Movimiento Chicano
  - Nacional
  - Otros Paises
- Romance
- Ciencia Ficcion
- Viajar
- Materiales Vocacionales
- Libros Instructivos
- Libros Mecanicos

Otros _____

WHICH OF THE FOLLOWING NEWSPAPERS OR MAGAZINES DOES YOUR FAMILY LIKE?

- Americas
- Aztlan
- Blanco y Negro
- Box y Lucha
- Buenhogar
- Chicano Student Movement
- Claudia
- Confidencia
- Con Safos
- El Grito
- El Malcriado
- Emiliano Zapata
- Excelsior
- Familia
- Futbol
- Grafica
- La Extra
- La Luz
- La Opinion
- La Presa
- La Raza
- La Voz del Pueblo
- Mecanica Popular
- New York Times
- Newsweek
- Regeneracion
- San Francisco Chronicle
- San Jose Mercury
- San Jose News
- Selecciones del Reader's Digest
- Siempre
- Sucesos
- Time
- Todo
- Vanidades
- Otros (Other) _____

NECESITAMOS SU AYUDA

La Biblioteca Pública de San José y el Consejo Ejecutivo de la Biblioteca Latino Americana de este barrio cerca de la iglesia del Sagrado Corazón van a empezar una biblioteca especial para personas que hablan Espanol. La Biblioteca estará ubicada en el 937 de la Calle Locust. Necesitamos saber qué tipos de información usted desea. ¡Esperamos que pueda ayudarnos a hacer su biblioteca la más útil para usted! Nos agradaría escuchar todas sus ideas.

Muchas gracias.

La Biblioteca Pública de San José
El 180 de la Calle San Carlos, Oeste
San José, California 95113
Telefono 287-2788

WE NEED YOUR HELP

The San Jose Public Library and the Executive Board of the Biblioteca Latino Americana are starting a special library for the Spanish speaking in the neighborhood of Sacred Heart Church. It will be located at 937 Locust Street. We need to know what kinds of information you need from books and other kinds of services that the library can offer. We hope you will help make your library more useful by sharing your ideas with us.

Thank you.

San Jose Public Library
180 West San Carlos Street
San Jose, California 95113
Telephone 287-2788

FINAL DRAFT OF BIBLIOTECA QUESTIONNAIRE

GENERAL INSTRUCTIONS FOR MARKING THE MACHINE READABLE CARDS AND RECORDING THE ANSWERS TO THE QUESTIONS.

All questions (except 17 and 49) have multiple answers possible. These answers are numbered and each answer must be marked either "yes" (A) or "no" (B). The questions are not numbered and are designed to be spoken out loud to the respondent(s). The answer choices are also to be spoken but do not say the numbers of letters of the answers. Instructions to the interviewer are in italics, with spoken passages in another type face. The questions with answers 17 and 49 have only one possible answer. For these questions mark A,B,C or D, depending upon the response the respondent(s) indicates.

Be careful to keep marks on the IBM cards within the boxes or the machine may not count the response. If you must erase, do it as completely as possible to keep from confusing the machine.

We must be as consistent as possible to be as valid as possible. Only one person should do the talking at each interview with the other person handling the marking of the cards. If Spanish is not necessary the team may take turns or however they agree to operate. Consistency is the only important thing!!!

YOU ARE AT THE DOOR AND HAVE KNOCKED

If no one answers make a note of the house number for a return call.
If someone answers, introduce yourselves saying...

GOOD (DAY, AFTERNOON, EVENING), I AM _____,
AND THIS IS _____

If a child answers ask first for a parent, then any adult, then for the oldest child saying...

MAY I SPEAK WITH_____(YOUR FATHER OR MOTHER, ANOTHER ADULT, YOUR OLDEST SISTER OR BROTHER)_____

If an adult answers, hand the respondent the flyer about the survey and allow them a few moments to read it. Then inquire if you may ask some questions concerning the library.

MAY WE ASK SOME QUESTIONS ABOUT THE LIBRARY?

If they refuse to answer the questions, thank them for their time and trouble and go to the next house. Keep a tally of the houses that refused to answer the questions. If the answer is "yes" begin with question one (1) on the unmarked machine readable IBM card.

IS THE PUBLIC LIBRARY USED BY ANY MEMBER OF THE FAMILY?

1. A = yes (then go to question 12 and continue from there)

B = no (then go to question 2-11 and continue)

IF THE FAMILY DOES NOT USE THE LIBRARY, WHY? (pause then read the responses)

(A = true; B = false)

2. NOT INTERESTED
3. NO TIME TO GO
4. TRANSPORTATION DIFFICULTIES
5. DO NOT LIKE TO READ
6. READ A LANGUAGE THE LIBRARY DOES NOT HAVE
7. OBTAIN READING MATERIALS THROUGH OTHER SOURCES
8. WE DID NOT KNOW THERE WAS A PUBLIC LIBRARY
9. THE LIBRARY IS AN UNFRIENDLY PLACE, WE DO NOT GO
10. NO ONE IN THE LIBRARY SPEAKS SPANISH
11. IS THERE ANY REASON NOT ALREADY MENTIONED? (Place this answer on the hand tally sheet)

Now go to question 23 and say... IF YOUR FAMILY USED THE LIBRARY WHICH SERVICES WOULD THEY LIKE TO HAVE?

WHO IN THE FAMILY USES THE LIBRARY?

(A = yes; B = no)

12. FATHER
13. MOTHER
14. CHILDREN IN ELEMENTARY SCHOOL OR YOUNGER
15. TEENAGERS
16. OTHER RELATIVE OR PEOPLE LIVING IN THE HOUSE

HOW FREQUENTLY DOES THE FAMILY USE THE LIBRARY?

17. A = DAILY

B = WEEKLY

C = MONTHLY

D = YEARLY

FOR WHICH REASONS DOES THE FAMILY USE THE LIBRARY?

(A = yes; B = no)

18. RECREATIONAL READING

19. INFORMATIONAL READING

20. JOB-SKILL OR BUSINESS RELATED MATERIALS

21. SCHOOL ASSIGNMENTS

22. OTHER (Place this answer on the hand tally sheet)

WHICH LIBRARY SERVICES OR MATERIALS WOULD THE FAMILY FIND THE MOST HELPFUL?

(A = yes; B = no)

23. CHILDREN'S STORY HOUR

24. COMMUNITY MEETING PLACE

25. DECLAMACIONES - POETRY RECITALS

26. FREE FILM SHOWINGS

27. QUIET STUDY AREA

28. RECORDS AND TAPES

29. REFERENCE SERVICES - QUESTIONS ANSWERED

30. SPANISH BOOK COLLECTION

31. EQUIPMENT/HARDWARE - movie projectors, tape recorders, etc.

32. ENGLISH BOOK COLLECTION

33. MAGAZINE COLLECTION

34. NEWSPAPER COLLECTION

35. OTHER (Place this answer on the hand tally sheet)

WHAT DAYS AND HOURS WOULD BE GOOD FOR YOUR FAMILY FOR THE LIBRARY TO BE OPEN?

(A = yes; B = no)

36. WEEKDAYS

37. SATURDAYS

38. SUNDAY

39. 8 am to 5 pm

40. 9 am to 9 pm

41. OTHER (Place this answer on the hand tally sheet)

HOW MANY MEMBERS OF THE FAMILY ARE IN.... (Go to the groupings with A = 1; B = 2; C = 3; D = 4; E = 5)

42. PRESCHOOL

43. ELEMENTARY SCHOOL

44. JUNIOR HIGH SCHOOL

45. HIGH SCHOOL

46. COLLEGE

47. TRADE OR VOCATIONAL SCHOOL

48. ADULT NIGHT SCHOOL

WHAT IS THE LANGUAGE MOST USED IN THE HOME?

49. A = SPANISH

B = ENGLISH

C = BOTH

D = OTHER

HAND TALLY SHEET

When an "other" response is indicated, first list the number of the IBM card and then write in the response exactly as the individual gives it. Then draw a box around the response or change color of the pencil or pen used to write the response. This helps to identify individual responses for tabulation. No IBM card number is needed for the first item. When the space has been used for one area go to a tally new sheet for all additional "other" responses.

REFUSE TO ANSWER THE QUESTIONNAIRE (simply tally this with marks grouped in fives)

7. WHAT ARE THE OTHER SOURCES FOR READING MATERIALS?

11. OTHER REASONS FOR NON-USE OF THE LIBRARY

22. OTHER REASONS FOR USE OF THE LIBRARY

35. OTHER SERVICES OR MATERIALS DESIRED FROM THE LIBRARY

41. OTHER ITEMS AND DAYS FOR OPENING THE LIBRARY

47. OTHER INTERESTS NOT LISTED ON THE INDIVIDUAL RESPONSE SHEET

COMMENTS:

Now turn to the marked IBM card. Ask the respondent(s) INDIVIDUALLY to indicate by the number, the items that interest them. Mark only the "A" boxes. Make sure the respondent(s) understand this sheet is for each individual not the whole family. SAY...

> WE WOULD LIKE YOU TO LOOK AT THIS SHEET AND TELL US THE NUMBER OF THE THINGS THAT INTEREST YOU, AND YOU WOULD LIKE MATERIALS IN THE LIBRARY ABOUT.

After the respondent(s) have finished making their choices then ask question 48 of EACH respondent. Say each of the choices but record only the highest level.

> HAVE YOU ATTENDED?
>
> 48. A = ELEMENTARY SCHOOL
>
> B = HIGH SCHOOL
>
> C = COLLEGE
>
> D = TRADE SCHOOL
>
> E = ADULT NIGHT SCHOOL

Then or after you have left, determine the answers to 49 and 50. These are NOT asked of the respondent(s).

> What is the sex of the respondent?
>
> 49. A = female
>
> B = male
>
> What is the status of the respondent?
>
> 50. A = child
>
> B = teenager
>
> C = adult
>
> D = senior citizen

Now thank the respondent(s) for their time and consideration and go to the next house. Say...

> THANK YOU FOR YOUR TIME AND HELP IN ANSWERING THIS QUESTIONNAIRE. GOOD-BY.

Please tell the interviewer the NUMBER of each item in which you have an interest. The library needs to know what your interests are so it can buy appropriate books and materials.

1. ADVENTUPE
2. ART
3. AUTOMOBILES/MECHANICS
4. BIOGRAPHY
5. CHESS
6. CHILD CARE
7. CLASSICS
8. CONSUMER INFORMATION
9. COOKING
10. CRAFTS
11. DRUGS
12. ENVIRONMENT
13. FASHION/BEAUTY
14. GARDENING/HOUSE PLANTS
15. HEALTH AND DIET
16. HISTORY AND CULTURE
    17. LATIN AMERICAN
    18. UNITED STATES
19. HOUSEHOLD REPAIRS
20. HOW-TO-DO-IT BOOKS
21. INTERIOR DECORATING
22. LEGAL INFORMATION
23. MUSIC
24. MYSTERIES
25. NATURE
26. OCCULT
27. PERSONAL AWARENESS/PSYCHOLOGY
28. PETS
29. PHILOSOPHY
30. POETRY
31. POLITICS
    32. CHICANO MOVEMENT
    33. NATIONAL
    34. OTHER COUNTRIES/ INTERNATIONAL RELATIONS
35. RELIGION
36. ROMANCE
37. SCIENCE
38. SCIENCE FICTION
39. SEWING
40. SOCIOLOGY
41. SPORTS
42. TRAVEL
43. VOCATIONAL OR CAREER INFORMATION
44. WAR STORIES
45. WESTERNS
46. WOMEN'S RIGHTS
47. OTHER

Por favor diga al entrevistador EL NUMERO del topico que le interesa. La biblioteca necesita conocer sus intereses para poder comprar libros y materiales apropriados.

1. LA AVENTURA
2. EL ARTE (LAS BELLAS ARTES)
3. LOS AUTOMOVILES/LA MECANICA
4. LA BIOGRAFIA
5. EL AJEDREZ
6. CUIDADO DE LOS NINOS
7. EL CLASICISMO
8. INFORMACION PARA EL CONSUMIDOR
9. LA COCINA
10. ARTES DE MANO
11. LAS DROGAS
12. EL AMBIENTE
13. LAS MODAS/LA BELLEZA
14. LA JARDINERIA/LAS PLANTAS
15. LA SALUD Y LA NUTRICION
16. LA HISTORIA Y LA CULTURA
    17. LATINO AMERICANA
    18. LOS ESTADOS UNIDOS
19. REPARACION DEL HOGAR
20. LIBROS DE REPARACION Y ...
21. DECRACION DEL HOGAR
22. AYUDA LEGAL
23. LA MUSICA
24. NOVELAS DE MISTERIO
25. LA NATURALEZA
26. EL OCULTISMO
27. CONOCIMIENTO PERSONAL/ LA PSICOLOGIA
28. ANIMALES DOMESTICOS
29. LA FILOSOFIA
30. LA POESIA
31. LA POLITICA
    32. DEL CHICANO (CHICANISMO)
    33. NACIONAL
    34. OTROS PAISES
35. LA RELIGION
36. EL ROMANCE, LA NOVELA
37. LAS CIENCIAS
38. FICCION CIENTIFICA
39. LA COSTURA
40. LA SOCIOLOGIA
41. LOS DEPORTES
42. VIAJES
43. INFORMACION VOCACIONAL/ LOS CARRERAS
44. HISTORIA DE GUERRAS
45. HISTORIAS DE VAQUEROS
46. DERECHOS DE LA MUJER
47. OTROS

USA LA BIBLIOTECA PUBLICA ALGUNAS PERSONAS EN SU FAMILIA?

1. A = yes (then go to question 12 and continue from there)

   B = no (then go to question 2-11 and continue)

SI SU FAMILIA NO USA LA BIBLIOTECA - PORQUE? (pause then read the responses)

(A = true; B = false)

2. NO ME INTRESA
3. NO TENGO TIEMPO
4. NO TENGO LA TRANSPORTACION
5. NO ME GUSTA LEER
6. LEO UNA IDIOMA QUE LA BIBLIOTECA NO TIENE
7. ENCUENTRO LIBROS EN OTROS LUGARES
8. NO SUPIMOS QUE HAY UNA BIBLIOTECA PUBLICA
9. LA BIBLIOTECA NO TIENE UN AMBIENTE AMISTOSO, NOSOTROS NO VAMOS
10. NO HAY EMPLEADOS QUE HABLEN ESPANOL EN LA BIBLIOTECA
11. HAY OTRAS CAUSAS? (place this answer on the hand tally sheet)

Now go to question 23 and say... SI SU FAMILIA USA LA BIBLIOTECA QUE SERVICOS LE GUSTERIA

QUIEN EN SU FAMILIA USA LA BIBLIOTECA?

(A = yes; B = no)

12. PADRE
13. MADRE
14. NINOS EN LA ESCUELA PREMARIA 0-13
15. JOVENES 13-19
16. OTRAS PERSONAS EN LA FAMILIA O EN LA CASA QUE USAN LA BIBLIOTECA

CON QUE FRECUENCIA USA LA BIBLIOTECA SU FAMILIA?

17. A = CADA DIA .

18. B = UNA VEZ A LA SEMANA

19. C = UNA VEZ AL MEZ

20. D = UNA VEZ AL ANO

PORQUE RAZONES USA LA BIBLIOTECA SU FAMILIA?

(A = yes; B = no)

18. LEYENDO PARA RECREACION

19. LEYENDO PARA INFORMACION

20. INFORMACION PERTENECIENDO A TRABAJOS DE NEGOCIOS

21. TRABAJOS DE LA ESCUELA PARA ESTUDIANTES

22. USA LA BIBLIOTECA PARA OTRAS RAZONES?
(place this answer on the hand tally sheet)

CUALES SERVICIOS O MATERIALS SERAN MAS PROVECHOSOS PARA SU FAMILIA

(A = yes; B = no)

23. CUENTOS PARA NINOS

24. UN LUGAR EN LA BIBLIOTECA PARA REUNIONES

25. DECLAMACIONES

26. PELICULAS GRATUITAS

27. UN LUGAR TRANQUILO PARA ESTUDIAR

28. DISCOS Y CINTAS

29. SERVICIOS DE REFERENCIA, LA BIBLIOTECA CONTESTA SUS PREGUNTAS

30. LIBROS EN ESPANOL

31. EQUIPO, GRABADORAS, ETC.

32. LIBROS EN INGLES

33. REVISTAS

34. PERIODICOS

35. OTRA (place this answer on the hand tally sheet)

QUE HORAS ESTERIAN MEJOR PARA SU FAMILIA PARA ABRIR LA BIBLIOTECA

36. LUNES A VIERNES

37. SABADO

38. DOMINGO

39. 8am to 5pm

40. 9am to 9pm

41. OTRA (place this answer on the hand tally sheet)

CUANTAS PERSONAS EN SU FAMILIA ESTAN EN ... (go to the groupings with A = 1; B = 2; C = 3; D = 4; E = 5)

42. PRE ESCOLARS

43. ESCUELA PRIMARIA

44. ESCUELA DE GRADOS 7-8

45. ESCUELA DE GRADOS 9-12

46. COLLEGIO O UNIVERSIDAD

47. ESCUELA VOCACIONAL

48. ESCUELA DE NOCHE

QUE IDIOMA USA USTED EN SU CASA LA MAJOR PARTE

49. A = ESPANOL

B = INGLES

C = ESPANOL Y INGLES

D = OTRA

ADAPTED INTEREST SHEET FOR METROPOLITAN
ADULT EDUCATION PROGRAM

Please mark the NUMBER of each item in which you have an interest. The library needs to know what your interests are so it can buy appropriate books and materials.

___1. ADVENTURE

___2. ART

___3. AUTOMOBILES/MECHANICS

___4. BIOGRAPHY

___5. CHESS

___6. CHILD CARE

___7. CLASSICS

___8. CONSUMER INFORMATION

___9. COOKING

__10. CRAFTS

__11. DRUGS

__12. ENVIRONMENT

__13. FASHION/BEAUTY

__14. GARDENING/HOUSEPLANTS

__15. HEALTH AND DIET

__16. HISTORY AND CULTURE

__17. LATIN AMERICA

__18. UNITED STATES

__19. HOUSEHOLD REPAIRS

__20. HOW-TO-DO-IT BOOKS

__21. INTERIOR DECORATING

__22. LEGAL INFORMATION

__23. MUSIC

__24. MYSTERIES

__25. NATURE

__26. OCCULT

__27. PERSONAL AWARENESS/PSYCHOLOGY

__28. PETS

__29. PHILOSOPHY

__30. POETRY

__31. POLITICS

__32. CHICANO MOVEMENT

__33. NATIONAL

__34. OTHER COUNTRIES/ INTERNATIONAL RELATIONS

__35. RELIGION

__36. ROMANCE

__37. SCIENCE

__38. SCIENCE FICTION

__39. SEWING

__40. SOCIOLOGY

__41. SPORTS

__42. TRAVEL

__43. VOCATIONAL OR CAREER INFORMATION

__44. WAR STORIES

__45. WESTERNS

__46. WOMEN'S RIGHTS

47. Which language do you speak most often in your home?

___B. Spanish __C. English __D. Both __E. Other language

48. What is the last level of school you attended?

___A. ELEMENTARY SCHOOL

___B. HIGH SCHOOL

___C. COLLEGE

___D. TRADE SCHOOL

___E. ADULT NIGHT SCHOOL

49. Are you ____FEMALE, ____MALE?

50. What is your age? _____

51. Other things that interest you that we have not mentioned in the list above, please write them below.

Por favor marque EL NUMERO del topico que le interesa. La biblioteca necesita conocer sus intereses para poder comprar libros y materiales apropiados.

___1. LA AVENTURA

___2. EL ARTE (LAS BELLAS ARTES)

___3. LOS AUTOMOVILES/LA MECANICA

___4. LA BIOGRAFIA

___5. EL AJEDREZ

___6. CUIDADO DE LOS NINOS

___7. EL CLASICISMO

___8. INFORMACION PARA EL CONSUMIDOR

___9. LA COCINA

__10. ARTES DE MANO

__11. LAS DROGAS

__12. EL AMBIENTE

__13. LAS MODAS/LA BELLEZA

__14. LA JARDINERIA/LAS PLANTAS

__15. LA SALUD Y LA NUTRICION

__16. LA HISTORIA Y LA CULTURA

__17. LATINO AMERICANA

__18. LOS ESTADOS UNIDOS

__19. REPARACION DEL HOGAR

__20. LIBROS DE REPAPACION Y...

__21. DECRACION DEL HOGAR

__22. AYUDA LEGAL

__23. LA MUSICA

__24. NOVELAS DE MISTERIO

__25. LA NATURALEZA

__26. EL OCULTISMO

__27. CONOCIMIENTO PERSONAL/ LA PSICOLOGIA

__28. ANIMALES DOMESTICOS

__29. LA FILOSOFIA

__30. LA POESIA

__31. LA POLITICA

__32. DEL CHICANO (CHICANISMO)

__33. NACIONAL

__34. OTROS PAISES

__35. LA RELIGION

__36. EL ROMANCE, LA NOVELA

__37. LAS CIENCIAS

__38. FICCION CIENTIFICA

__39. LA COSTURA

__40. LA SOCIOLOGIA

__41. LOS DEPORTES

__42. VIAJES

__43. INFORMACION VOCACIONAL/ LOS CARRERAS

__44. HISTORIA DE GUERRAS

__45. HISTORIAS DE VAQUEROS

__46. DERECHOS DE LA MUJER

47. Que idioma habla mas frecuentemente en el hogar?

___B. ESPANOL ___C. INGLES ___D. AMBOS ___E. OTRA IDIOMA

48. Quales el ultimo grado de educacion obtenido?

____A. ESCUELA ELEMENTAL

____B. ESCUELA SUPERIOR

____C. COLEQIO O UNIVERSIDAD

____D. ESCUELA INDUSTRIAL

____E. ESCUELA NOCTURNA DE ADULTOS

49. Es usted ___ MUJER ___HOMBRE

50. Qual es su edad? _____

51. Otras cosas que le interesen que no hemos mencionado, por favor escribalas abajo.

APPENDIX D

ADDITIONAL DATA TABLES

APPENDIX D

ADDITIONAL DATA TABLES

GENERAL EXPLAINATIONS OF DATA TABLES

The program finally adapted for use was the Statistical Package for the Social Studies. The computer consultant, Tom Shoemaker, had hoped to have all data arranged in tables by the computer for later photographic reduction. However, the tables became too unwieldly for easy reading, so they were re-transcribed in another format. Documentation of the program and card decks are stored at the San Jose Public Library. For use of this data, contact Susan Fuller, Children's Coordinator, San Jose Public Library.

The following abbreviations were used in the tables:

TOT = Total responses

Ch Sq = The Chi Square with the first number the chi square, the second the degrees of freedom and the third the significance

DF = Degrees of Freedom

S USE = Spanish language library users

S N-USE = Spanish language non-library users

E USE = English language library users

E N-USE = English language non-library users

BI USE = Bilingual library users (Spanish and English)

BI N-USE = Bilingual non-library users (Spanish and English)

O USE = Other language library users

O N-USE = Other language non-library users

Street = the general sample taken in the Gardner District on a door-to-door basis

School = the sample taken at the Metropolitan Adult Education Program at Sacred Heart Church

Only the relevant statistics from this computer program package have been used.

TABLE IX

USE AND NON-USE OF LIBRARY BY LANGUAGE

Count Percent of Total	Use the Library	Non-use of the Library	Row Total
Spanish	55 13.6	52 12.9	107 26.6
English	99 24.6	59 14.6	158 39.2
Both	85 21.1	49 12.2	134 33.3
Other	2 0.5	2 0.5	4 1.0
Column Total	241 59.8	162 40.2	403 100.0

Chi Square = 4.57160 with 3 degrees of freedom
Significance = 0.2060

TABLE X

FREQUENCY OF LIBRARY USE BY LANGUAGE

Count Percent of Total	Daily	Weekly	Monthly	Yearly	Row Total
Spanish	2 0.9	21 9.2	21 9.2	5 2.2	49 21.5
English	4 1.8	35 15.4	50 21.9	6 2.6	95 41.7
Both	0 0.0	25 11.0	52 22.8	5 2.2	82 36.0
Other	0 0.0	1 0.4	1 0.4	0 0.0	2 0.9
Column Total	6 2.6	82 36.0	124 54.4	16 7.0	228 100.0

Chi Square = 8.46541 with 9 degrees of freedom
Significance = 0.4880

TABLE XI

INTEREST PREFERENCES
Sample Size 736

	Child		Teen		Adult		Senior		% and
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Population size	21	22	61	59	210	321	9	33	736
Percentage	2.8	2.9	8.2	8.01	28.53	43.61	1.22	4.48	100%
1. Adventure	4	3	9	9	59	58	3	6	151 20.52%
2. Art	14	14	8	17	66	104	2	5	230 31.25%
3. Auto mechanics	5	1	15	5	119	45	1	1	192 26.09%
4. Biography	0	2	3	9	46	76	1	7	144 19.57%
5. Chess	5	3	6	3	26	22	0	2	67 9.10%
6. Child care	1	5	3	12	17	129	0	8	175 23.78%
7. Classics	2	3	3	3	31	54	0	4	100 13.59%
8. Consumer information	0	0	3	1	54	95	1	4	158 21.67%
9. Cooking	8	12	2	23	24	183	3	15	270 36.68%
10. Crafts	14	13	10	16	55	128	1	5	242 32.88%
11. Drugs	1	3	7	9	53	79	0	2	154 20.92%
12. Environment	0	2	6	4	39	55	1	1	108 14.67%
13. Fashion and beauty	0	3	2	21	12	133	0	2	173 23.50%
14. Gardening	0	4	6	9	60	148	2	11	240 32.61%

TABLE XI (Continued)

	Child		Teen		Adult		Senior		% and
	Male	Female	Male	Female	Male	Female	Male	Female	Total
15. Health and diet	0	3	7	15	69	165	1	17	277 37.63%
16. History and culture	3	3	10	12	99	128	3	2	260 35.33%
17. Latin America	1	2	5	9	61	71	1	3	153 20.79%
18. United States	1	3	6	5	62	64	1	4	146 19.83%
19. House repairs	0	0	5	5	56	98	3	7	174 23.64%
20. How-to-do it books	4	4	7	7	56	68	1	2	149 20.24%
21. Interior decorating	0	0	1	8	28	118	0	5	160 21.74%
22. Legal information	0	1	6	10	81	109	0	5	212 28.80%
23. Music	8	11	14	20	95	113	1	7	269 36.55%
24. Mysteries	8	11	10	16	35	88	0	5	173 23.51%
25. Nature	6	6	7	8	56	73	3	2	168 21.88%
26. Occult	2	3	2	4	31	42	0	2	86 11.68%
27. Psychology/ Personal awareness	0	1	3	9	62	105	2	4	186 25.27%
28. Pets	13	9	10	14	45	72	1	3	167 22.69%
29. Philosophy	0	0	2	6	51	55	2	3	119 16.17%

TABLE XI (Continued)

	Child		Teen		Adult		Senior		% and
	Male	Female	Male	Female	Male	Female	Male	Female	Total
30. Poetry	2	8	8	14	48	66	2	6	154 20.92%
31. Politics	0	1	4	8	54	60	2	2	131 17.80%
32. Chicano movement	2	2	9	7	52	62	0	2	136 18.49%
33. National politics	0	0	3	4	34	26	0	1	68 9.24%
34. International politics	1	1	3	5	41	53	0	0	104 14.13%
35. Religion	0	4	3	6	53	97	3	15	181 24.59%
36. Romance	3	1	3	9	29	73	1	4	123 16.71%
37. Science	6	6	13	9	81	64	3	4	186 25.27%
38. Science fiction	6	4	11	12	50	57	0	4	144 19.57%
39. Sewing	0	10	0	21	17	171	0	14	233 31.66%
40. Sociology	0	0	0	7	47	50	1	2	107 14.54%
41. Sports	12	9	21	12	112	63	5	4	238 32.34%
42. Travel	3	1	4	7	53	84	4	11	167 22.69%
43. Career information	0	0	13	7	60	84	1	1	166 22.55%

TABLE XI (Continued)

	Child		Teen		Adult		Senior		% and
	Male	Female	Male	Female	Male	Female	Male	Female	Totals
44. War stories	8	3	11	4	65	41	3	2	137 18.61%
45. Westerns	5	2	5	5	41	24	3	4	89 12.09%
46. Women's rights	0	1	1	14	29	138	0	5	188 25.54%

NOTE: Street Sample 521 responses
School Sample 305 responses
826 total

Responses with sex or age missing 90 responses
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TABLE XII

INTEREST SAMPLES COMPARISON

	Street 521	100%	School 305	100%	Combined 826	100%
	No. of Responses	Percentage	No. of Responses	Percentage	No. of Responses	Percentage
1. Adventure	100	19.2	83	27.2	183	22.2
2. Art	164	31.5	92	30.2	256	31.0
3. Auto/ Mechanics	106	20.3	116	38.0	222	26.9
4. Biography	81	15.5	80	26.2	161	19.5
5. Chess	44	8.4	31	10.2	75	9.1
6. Childcare	131	25.1	88	28.9	219	26.5
7. Classics	58	11.1	52	17.0	110	13.3
8. Consumer Infor.	98	18.8	80	26.2	178	21.5
9. Cooking	200	38.4	103	33.8	303	36.7
10. Crafts	169	32.4	98	32.1	267	32.3
11. Drugs	96	18.4	81	26.6	177	21.4
12. Environment	67	12.9	60	19.7	127	15.4
13. Fashion and beauty	105	20.2	102	33.4	207	25.1
14. Gardening	177	34.0	89	29.2	266	32.2
15. Health/ Diet	184	35.3	132	43.3	316	38.3
16. History & Culture	144	27.6	147	48.2	291	35.2
17. Latin America	92	17.7	79	25.9	171	20.7
18. United States	74	14.2	90	29.5	164	19.9
19. House Repair	129	24.8	69	22.5	198	24.0
20. How-To-Do-It Book	112	21.5	58	19.0	170	20.6
21. Interior Decorating	109	20.9	70	23.0	179	21.7
22. Legal Information	142	27.3	96	31.5	238	28.8
23. Music	174	33.4	131	43.0	305	36.9
24. Mysteries	121	23.2	69	22.6	190	23.0
25. Nature	101	19.4	90	29.5	191	23.1

TABLE XII (Continued)

	Street 521	100%	School 305	100%	Combined 826	100%
	No. of Responses	Per-centage	No. of Responses	Per-centage	No. or Responses	Per centage
26. Occult	54	10.4	46	15.1	100	12.1
27. Psychology/ Personal Awareness	103	19.8	115	37.7	218	26.4
28. Pets	134	25.7	61	20.0	195	23.6
29. Philosophy	54	10.4	88	28.9	142	17.2
30. Poetry	78	15.0	98	32.1	176	21.3
31. Politics	65	12.5	78	25.6	143	17.3
32. Chicano Movement	96	18.4	58	19.0	154	18.6
33. National Politic	33	6.3	44	14.4	77	9.3
34. International Politics	47	9.0	78	25.6	125	15.1
35. Religion	117	22.5	84	27.5	201	24.3
36. Romance	70	13.4	84	27.5	154	18.6
37. Science	109	20.9	107	35.1	216	26.2
38. Science Fiction	95	18.2	67	22.0	162	19.6
39. Sewing	171	32.8	89	29.2	260	31.5
40. Sociology	51	9.8	77	25.2	128	15.5
41. Sports	161	30.9	122	40.0	283	34.3
42. Travel	100	19.2	89	29.2	189	22.9
43. Career Information	90	17.3	105	34.4	195	23.6
44. War stories	72	13.8	85	27.9	157	19.0
45. Westerns	62	11.9	41	13.4	103	12.5
46. Women's Rights	117	22.5	103	33.8	220	26.6

TABLE XIII

LANGUAGE OF INTEREST SHEET SAMPLES

	Street 521		School 305		Combined 826	
Spanish	108	20.73%	160	52.46%	268	32.45%
English	159	30.52%	55	18.03%	214	25.91%
Both	133	25.53%	59	19.34%	192	23.24%
Other	5	.96%	20	6.56%	25	3.03%
Not Recorded	16	3.07%	11	3.61%	27	3.27%

NUMBER OF SPANISH SPEAKERS IN TOTAL INTEREST SHEET SAMPLE

460 55.69% of total sample

APPENDIX E

RESULTS OF HAND TALLY SHEET

HAND TALLY SHEET RESULTS

REFUSE TO ANSWER THE QUESTIONNAIRE
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7. WHAT ARE THE OTHER SOURCES FOR READING MATERIALS?

buy paperback books - 5*
newspapers and magazines - 3
buy books - 10
order READER'S DIGEST - 2
works at Stanford and gets books there
buy in used bookstores
buy in drug stores

11. OTHER REASONS FOR NON-USE OF THE LIBRARY

elderly - 6
kids use school library - 6
does not read English - 2
did not know that library has books in Spanish - 1
only small child in home (too young) - 2
bed-ridden
no kids - 5
too many stairs
buys books for kids
uses San Jose State University Library - 2
not allowed to cross busy streets
eyes bad
handicapped - 2
no need - 2
too far away
afraid of neighborhood
illiterate - 2
sends away for magazines
homebound - 2
works all the time
just moved in - 2

22. OTHER REASONS FOR USE OF THE LIBRARY

look at attractive women librarians
educational films
telephone directories
use typewriters
reading class at San Jose Public Library

35. OTHER SERVICES OR MATERIALS DESIRED FROM THE LIBRARY

more books on trades such as sheet metal
bilingual books Spanish/English
simplified instruction books
comic books
better book reserve service
films
large type
translations of current Italian novels
braile books and materials - 2
shut-in services
Mexican history/culture books - non-fiction
tapes to learn English
upholstery - how to do it
microfilm
phone books
copy machine
art prints and materials in German and Slavic languages
foreign information
schedules for college classes
Spanish/English story books
posters, pictures on art and history of Italy

41. OTHER TIMES AND DAYS FOR OPENING THE LIBRARY

after school
would use whatever hours library sets up - 2
afternoons - 14
mornings - 6
7-10 pm
at least main branch on Sunday

47. OTHER INTERESTS NOT LISTED ON THE INDIVIDUAL RESPONSE SHEET (from the general sample)

horseback riding
swimming
electronics references, updated
updated psychology and philosophy books
insurance
finance
children's books
etiquette
books to learn English - 3
computers/keypunch
Jehovah's witnesses books
dental hygiene vocational information
karate
natural childbirth
professional library - more technical books
legal technical books
would like reference collection (information center)

bird raising - canaries
hunting
astronomy
religious music
Languages - Polish, Serbian, French, Italian, German, Arabic, Indian
cross word puzzles
games
treasure hunting
geology
mining
Pancho Villa
geography
sex manuals
psychology
comics
care for children while mothers at library
swap "novellas"
soccer
bicycles
Irish heritage
for teenagers - books that tell what life is like, i.e. economy, practical living
electronics
economics

(from Metropolitan Adult Education Program classes)

abortion
astronomy
child psychology
drawing
economics
English grammar books
evolution
fishing
guerrilla warfare in Latin America
high school diploma handbooks
landscaping
mathematics - algebra, calculus, trigonometry
men's rights
nursing
radio and T.V. repair
sex manuals
social rights and responsibilities
socialist and communist doctrine
Spanish-English dictionaries
typewriters
UFO's
Understanding teen-agers
Vogue Sewing Book in Spanish

wild animals
wonders of the world
World War I heroes·
yoga

teacher suggestion: high interest-low vocabulary readers

*this indicates the number of persons who responded similarily

APPENDIX F

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BIBLIOGRAPHY

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